

	TARGETS	SEEN	SECURE
	Word Reading		
1	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.		
2	I can read further exception words, noting the unusual correspondences between spelling and sound.		
3	I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
4	I can re-read and read ahead to check for meaning		
	Comprehension		
5	I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions, discuss the features of each.		
6	I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.		
7	I can retrieve and record information from non-fiction texts.		
8	I can identify significant ideas, events and characters; and discusses their significance.		
9	I can recite poems by heart, e.g. narrative verse, haiku.		
10	I can discuss themes, conventions and key points in different text types.		
11	I can recommend books to others and give my reasons why.		
GD 1	I can express opinions in detail about a text, using an appropriate quote to support their ideas or opinions (Point, Evidence.		
GD 2	I can adapt my own opinion in the light of further reading or others' ideas.		
12	I can use meaning-seeking strategies to explore the meaning of words in context, idiomatic and figurative language.		
13	I can identify and comment on a writer's use of language for effect for example, precisely chosen adjectives, similes and personification.		
14	I can identify grammatical features used by the writer (<i>rhetorical questions, varied sentence lengths, varied sentence starters, empty words</i>) to impact on the reader.		
GD 3	I can explain how a writer's use of language and grammatical features have been used to create effects and impact on the reader		
GD 4	I can explain how punctuation marks the grammatical boundaries of sentences and gives meaning.		
15	I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifies them using evidence from the text, wider reading and personal experience (<i>Point, evidence.</i>		
GD 5	I can empathise with different characters' points of view.		

16	I can make predictions from what has been read.		
17	I can summarise the main ideas drawn from a text.		
18	I can identify the effect of the context on a text; for example, historical context or other cultures.		
19	I can identify how language, structure and presentation contribute to the meaning of a text.		
GD 6	I know the way a text is organised supports the purpose of the writing.		
GD 7	I can identify formal and informal language.		
20	I can make connections between other similar texts, prior knowledge and experience.		
21	I can compare different versions of texts and talk about their differences and similarities.		
GD 8	I can compare texts by the same writer and by different writers on the same topic.		
22	I can listen to and build on others' ideas and opinions about a text.		
23	I can present an oral overview or summary of a text (using notes where necessary).		
24	I can present the author's viewpoint of a text (using notes where necessary).		
25	I can present a personal point of view based on what has been read (using notes where necessary) and listen to others' personal point of view.		
26	I know the difference between fact and opinion.		
27	I can use my knowledge of structure of text type and text marking to identify key information in a text.		
GD 10	I can use the structure of a non-fiction text to find key information quickly e.g. glossary/contents/index/timeline.		