

Word Reading: Applying knowledge – Related to year group spelling list

apply growing knowledge of root words, suffixes and prefixes listed in Spelling Appendix 3&4 when reading aloud	C	M
acknowledge some words are spelt the same but read differently i.e. row (propel a boat) and row (disagreement)	C	M
confidently use knowledge of phonic structure	C	M

Word Reading: New words and exceptions – Related to year group spelling list

use knowledge of root words, suffixes and prefixes to attempt new words	C	M
use understanding of root words, suffixes and prefixes listed in Spelling Appendix 3&4 to work out meaning of new words	C	M
point out words which do not conform to spelling rules they know	C	M
willingly tackles unsighted text	C	M

Word Reading: Fluency and accuracy – Related to year group spelling list

confidently pronounce longer words	C	M
spontaneously self-correct	C	M
read adhering to punctuation	C	M
appropriately use different voices when reading dialogue	C	M
effectively use a variety of tone and pace to enhance meaning	C	M

Comprehension: Attitudes to reading

listen to, discuss and justify own views on a range of literature: -fiction (including myths and legends)	C	M
-plays	C	M
-poetry	C	M
-non-fiction	C	M
-reference/text books	C	M
read for different purposes i.e. recipe to make list of ingredients	C	M
can appropriately identify when to use a dictionary to find the meaning of unknown word	C	M
can retell a story orally for a range of genres	C	M
can identify a range of themes	C	M
can identify conventions of a range of different text types	C	M
perform poetry/play scripts showing understanding through intonation, tone, volume and action	C	M
pin point vocabulary that captures interest and imagination	C	M
recognise a wide range of poetry	C	M
recognise a wide range of genres	C	M
make connections to what is read, in relation to their life and wider world	C	M
sustain interest when reading longer texts	C	M
classify a range of poems by type ie riddles, tongue twister, nonsense, narrative	C	M

Comprehension: Understanding- related to age appropriate text

understand when and can explain why the text isn't making sense	C	M
confidently talk about their understanding of text in their own words	C	M
can explain the meaning/moral/theme of what they have read	C	M
show understanding of and able to link main ideas, character and events	C	M
ask questions to help clarify what they have read	C	M
can draw inferences on what they have read	C	M
can justify their ideas using evidence from text	C	M
predict what might happen using details and inferences in the text	C	M
summarise main points taken from more than one paragraph	C	M
can find key words/phrases which back up their ideas	C	M

Comprehension: Responding-age appropriate text

use reference books for information	C	M
locate books in the school library	C	M
carry out sustained research	C	M
use an index in a book	C	M
scan text to find information	C	M
record information they find in their own words	C	M
discuss the audience it is aimed for	C	M
compare information from different sources	C	M
explain why a poem is considered to be funny	C	M
discuss the purpose of a text	C	M
discuss what they have read with others	C	M
justify their opinion with a range of references to text	C	M
express preferences with a simple explanation	C	M
suggest why someone should read a book	C	M