

| Name:                  |  | Met | Met | Achieved |
|------------------------|--|-----|-----|----------|
| <b>WORD READING</b>    |  |     |     |          |
| 1                      | I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words. |     |     |          |
| 2                      | <i>I can read further exception words including words, that do not follow spelling patterns.</i>   |     |     |          |
| <b>COMPREHENSION</b>   |  |     |     |          |
| 3                      | <i>I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.</i>   |     |     |          |
| 4                      | I can show that I enjoy reading by reading lots of different types of books.   |     |     |          |
| 5                      | I can read a wide range of books (including fairy stories, myths and legends), and retell some of them to others.  |     |     |          |
| 6                      | <i>I can tell you what a book that I am reading is about.</i>  |     |     |          |
| 7                      | I can read aloud poems and perform play scripts.   |     |     |          |
| 8                      | I can discuss words that excite me in the books that I read.   |     |     |          |
| 9                      | I can understand what I have read, checking that it makes sense by talking to others about it.   |     |     |          |
| 10                     | I can ask questions about the texts that I have read to help me understand them.   |     |     |          |
| 11                     | <i>I can work out what a character in a book is feeling by the actions they take and can explain how I know.</i>   |     |     |          |
| 12                     | <i>I can predict what might happen from clues in what I have read.</i>   |     |     |          |
| 13                     | I can tell someone about the main ideas in a paragraph.  |     |     |          |
| 14                     | I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.  |     |     |          |
| 15                     | <i>I can use non-fiction texts to find out information on a subject.</i>   |     |     |          |
| 16                     | I can talk about books and poems and I can take turns in telling people about them.  |     |     |          |
| <b>SPOKEN LANGUAGE</b> |  |     |     |          |
| 17                     | I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.   |     |     |          |
| 18                     | I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.  |     |     |          |