

For the children to be next year they MUST BE secure in all of the red statements.							
Reading Stage 3		Name	Class				
Decoder	I can read out loud confidently, understanding how to use a range of punctuation.						
	I can use my knowledge of root words to understand the meanings of new words.						
	I can use prefixes to understand words e.g. un-, dis-, -mis, re-.						
	I can use suffixes to understand words e.g. -action, -ous.						
	I can use the context of the sentence to help me read and understand new words.						
	I can read further exception words, noting the unusual correspondences between spelling and sound.						
	I can begin to read and understand the meanings of words on Y3/4 word list.						
Comprehender	I can use alphabetically ordered text to find information e.g. dictionaries, thesauruses and glossaries.						
	I can analyse and evaluate texts looking at language, structure and presentation e.g. newspapers, reports, recipes.						
	I can sequence and discuss the main events in stories.						
	I can read, discuss and identify the features from a range of non-fiction texts e.g. information, explanation, instructions, recounts, reports and persuasion.						
	I can understand and use a range of organisational features to locate information, such as labels, diagrams and charts.						
Reading Detective	I can justify inferences with evidence from the text using 'point and evidence' to structure my responses.						
	I can justify predictions with evidence from the text using 'point and evidence' to structure my responses.						
	I can raise questions during the reading process to deepen my understanding and to empathise with a character, thinking about their feelings, thoughts and motives e.g. I wonder why the character.						
Language Lover	I can discuss words and phrases that capture the reader's interest and imagination.						
	I can comment on the choice of language used to create moods and build tension e.g. 'Crept tells you the character is being quiet, but he is also going slowly because he does not want to be caught.'						
Responder	I understand what the writer might be thinking e.g. 'He thinks they are being mean.'						
	I can begin to identify and comment on different points of view in the text.						
	I can evaluate a text for a range of purposes e.g. enjoyment, research, skills, development, reference.						
Big Reader	I can start to make simple connections between books by the same author.						
	I can recognise different forms of poetry e.g. free verse, narrative, and poetry.						
	I can start to recognise and discuss themes within stories e.g. good over evil, weak and strong, wise and foolish, mean and generous.						
	I can retell some of the stories and play scripts that I am familiar with orally, showing understanding through intonation, tone, volume and action.						
Developing Some coverage and evidence. 0-7 S3D		Secure Coverage and evidence of work within the stage expectations. 8-15 S3S		Next Year Ready Most concepts covered and evidenced. 16-24 S4R			