

| For the children to be next year they MUST BE secure in all of the red statements. |                                                                                                                                                                                                                               |                                                                                       |       |                                                                       |  |  |  |
|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-------|-----------------------------------------------------------------------|--|--|--|
| Reading Stage 4                                                                    |                                                                                                                                                                                                                               | Name                                                                                  | Class |                                                                       |  |  |  |
| Decoder                                                                            | I can use prefixes to understand meanings e.g. sub-, inter-, anti-, auto-.                                                                                                                                                    |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can use suffixes to understand meanings e.g. -ation, -ous, -tion, -sion, -ssion, -cian.                                                                                                                                     |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can read and understand the meaning of all the words from the years 3 and 4 spelling lists.                                                                                                                                 |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can recognise where words are an exception to the rule.                                                                                                                                                                     |                                                                                       |       |                                                                       |  |  |  |
| Comprehender                                                                       | I can locate information using skimming, scanning and text marking.                                                                                                                                                           |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can compare, contrast and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.                                              |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can read and analyse different forms of poetry e.g. haiku, limericks, kennings.                                                                                                                                             |                                                                                       |       |                                                                       |  |  |  |
| Reading Detective                                                                  | I can pull together clues from action, dialogue AND description to infer meaning.                                                                                                                                             |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.                                                                          |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using 'point and evidence'.                                                                         |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can make predictions based on information stated or implied.                                                                                                                                                                |                                                                                       |       |                                                                       |  |  |  |
| Language Lover                                                                     | I know how suspense is built up in a story, including the development of the plot.                                                                                                                                            |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can recognise the use and effect of patterned language in stories and poems.                                                                                                                                                |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can explain the meaning of key vocabulary within the context of the text.                                                                                                                                                   |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.                                                                                  |                                                                                       |       |                                                                       |  |  |  |
| Responder                                                                          | I can listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. advertisements, formal speeches, leaflets, magazines, electronic texts.                                           |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can identify the main ideas drawn from more than one paragraph and can summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I understand how the author wants the reader to respond.                                                                                                                                                                      |                                                                                       |       |                                                                       |  |  |  |
| Big Reader                                                                         | I can make connections between books by the same author.                                                                                                                                                                      |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can recognise text features that relate to its historical setting or its social or cultural background e.g. dialogue.                                                                                                       |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.                                                                                            |                                                                                       |       |                                                                       |  |  |  |
|                                                                                    | I can rehearse, retell and perform some of the poems, stories and play scripts that I am familiar with orally, showing understanding through intonation, tone, volume and action.                                             |                                                                                       |       |                                                                       |  |  |  |
| Developing<br>Some coverage and evidence.<br>0-7 S4D                               |                                                                                                                                                                                                                               | Secure<br>Coverage and evidence of work<br>within the stage expectations.<br>8-15 S4S |       | Next Year Ready<br>Most concepts covered and evidenced.<br>16- 22 S5R |  |  |  |