

For the children to be next year they **MUST BE** secure in all of the red statements.

Reading Stage 5		Name	Class				
Decoder	I can respond to more sophisticated punctuation with intonation and expression when reading aloud to a range of audiences.						
	I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.						
	I can apply my knowledge of root words and prefixes to understand meanings of words.						
	I can use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ible, -able, -ibly, -ably.						
	I can read and understand meaning of words on Y5/6 word list.						
Comprehender	I can summarise the main ideas drawn from more than one paragraph and identify the key details to support this.						
	I can analyse the conventions of different text types e.g. the use of first person for a biography.						
	I can demonstrate active reading strategies e.g. generating questions to refine thinking, finding answers, modifying questions, constructing images.						
	I make comparisons within a text e.g. characters' viewpoints of the same event.						
Reading Detective	I can draw information from different parts of the text to infer meaning.						
	I can infer characters feelings, thoughts and motives from their actions and justify my opinion with evidence from the text using 'point and evidence'.						
	I can predict what might happen from information stated and implied.						
	I can identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.						
Language Lover	I can identify and evaluate how the author's use of language and style can impact on the reader and create effect in poetry and prose e.g. metaphors, similes and imagery.						
	I can recognise and use language features from a range of non-fiction text-types to support understanding.						
Responder	I am able to talk about themes in a story and recognise thematic links with other texts e.g. loss, heroism, friendship.						
	I can talk about the author's techniques for describing characters, settings and actions.						
	I can recognise ways in which writer's present issues and points of view in fiction and non-fiction texts e.g. He has only mentioned the bad points about air travel.						
	I can explain and discuss my understanding of a book, building on my own and other's ideas and challenging views courteously, using debates and presentation.						
Big Reader	I can compare the openings of a particular novel with the beginning of other novels read recently.						
	I understand that texts reflect the time and culture in which they were written e.g. The Hound of the Baskervilles would have been very scary for Victorian readers.						
	I can prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.						
Developing Some coverage and evidence. 0-7 S5D		Secure Coverage and evidence of work within the stage expectations. 8-15 S5S	Next Year Ready Most concepts covered and evidenced. 16-22 S6R				