

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

Reading Stage 6		Name	Class				
Decoder	I can cope with different features of language used in poems and prose, e.g. dialect.						
	I can cope with different features of language and abbreviations, colloquialism and specialist vocabulary.						
	I can use my knowledge of root words, prefixes and suffixes to investigate how meanings of words change e.g. un-happy-ness, dis-repute-able, re-engage-ment.						
	I can read and understand the words on Y5/6 word list.						
	I can use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial.						
	I can read age appropriate books with confidence and fluency.						
	I can use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure- French in origin.						
Comprehender	I can distinguish between statements of fact and opinion.						
	I can use skimming to ascertain the gist of a text and I can scan to locate information.						
	I can recognise texts that contain features of more than one text type e.g. a persuasive letter.						
	I can retrieve information from non-fiction texts and prepare for factual research, considering what is already known.						
	I can summarise the main ideas, identifying key details and using quotations for illustration.						
Reading Detective	I can identify and comment on explicit and implicit points of view.						
	I can work out the meaning of words from the context.						
	I can use PEE (point, evidence, explain) to justify and support predictions and inferences.						
	I understand and can explain the character's feelings, thoughts and motives from their actions using point, evidence and explanation.						
Language Lover	I know how style and vocabulary are linked to the purpose of the text.						
	I can compare and contrast the styles of individual writers and poets providing examples.						
	I can comment on and explain the writer's use of language features - 'The rhythm and rhyme pattern together make it mimetic, like the rhythm of the train'.						
	I can evaluate the author's use of language, including figurative language, considering the impact on the reader.						
Responder	I can respond critically to issues raised in stories, locating evidence in the text and explore alternative courses of action and evaluate the author's solution.						
	I can comment critically on the overall impact of poetry or prose, with reference to the text, giving detailed reasons for my opinions.						
	I can identify and discuss themes and conventions in and across a wide range of writing.						
Big Reader	I am beginning to evaluate texts in order to determine their usefulness or appeal.						
	I can read and perform poems and plays engaging the audience through tone, volume and intonation which shows an understanding of the text.						
	I understand that texts reflect the time and culture in which they were written - e.g. dialogue or author viewpoint for example 'Dickens wanted people to feel bad about the way the poor were treated.'						
	I can identify different character types across a range of texts.						
	I can identify and compare themes, causes and consequences within and across a range of texts (social, cultural and historical).						
Developing Some coverage and evidence. 0-9 S6D		Secure Coverage and evidence of work within the stage expectations. 10-18 S6S		Next Year Ready Most concepts covered and evidenced. 19-28 S7R			