



## Dosthill Primary School

### I am working towards Building Block B1 in Reading

#### Reading the Text

1	I can say the correct sound to grapheme for some of the phonemes I have learnt	
2	I am beginning to read unfamiliar words of more than one syllable by blending using some of the grapheme-phoneme correspondence I have learnt	
3	I can read confidently in sight about half of the common exception words for year 1	
4	I can make 1-1 correspondence between the written and spoken word when reading books independently	
5	When reading, I will stop at a full stop to pause and take a breath	
6	I will use my phonetic knowledge to attempt words I don't know	
7	When reading, I can use context clues – pictures, my knowledge of the text and words in sentences to help me	

#### Understanding the text, selecting, retrieving and interpreting information

8	I can choose and share my favourite books I like to read for pleasure from a selection	
9	I can identify rhymes in stories and poems I have listen to or read	
10	I can describe the characters, setting and main events in simple stories I have listen to or read	
11	I can talk about some of the main events in poems, stories and information texts that have been read to me	
12	I can answer questions (what, where, who, why and how) about poems, stories and information texts I have read	
13	When listening to and reading stories I can tell you how I feel about what I have read	
14	I can say what happens to the characters in fairy tales, traditional tales and stories I have listened to or read	
15	I will join in with key phrases in traditional and fairy tales I have enjoyed listening to or reading	
	I can talk about the differences between poems, stories and information texts I have listened to or read	
16	I am beginning to make predictions about what characters in stories might do based on what I have read	
17	I can say if a book is fiction or non-fiction from the cover, blurb text and pictures inside	
18	I can pick out important words and phrases that the author has used in the text and say why they have used them	
19	I can use the background information and vocabulary that my teacher gives me to give my opinions about what I have read	



# Dosthill Primary School

## I am working towards Building Block A1 in Reading

### Reading the Text

1	I can say the correct sound to grapheme for all the 40+ phonemes I have learnt	
2	I can give the alternative sound for the graphemes I have learnt e.g.	
3	I can read accurately unfamiliar words by blending using the grapheme-phoneme correspondence I have learnt	
4	I can confidently read on sight common exception words for year 1	
5	I can read words decodable words that end -s, -es, -ing, -ed, -er, -est	
6	I can read words of more than one syllable using my phonetic knowledge	
7	I can read words with contracts e.g. I'm, I'll, we'll	
8	I understand that the apostrophe represents a missing letter when reading contractions	
9	When reading aloud, I can read accurately words that are fully decodable and contain appropriate common sight words using my phonetic knowledge	
10	When reading I will use commas and full stops to help me	
11	I can use the grammar of a sentence as a reading cue to help read new and unfamiliar words	
12	I am beginning to indentify when reading does not make sense and will attempt to self-correct	

### Understanding the text, selecting, retrieving and interpreting information

13	I can choose and share my favourite books I like to read for pleasure	
14	I can talk about the main events and key points in poems, stories and non-fiction texts that are read to me	
15	When listening to and reading stories and non-fiction texts I can share how these relate to my own experience	
16	I can retell key stories, fairy tales and traditional tales and talk about their characteristics e.g. characters, setting, plot, key theme	
17	I can recognise and join in with predictable phrases in stories that I have read	
18	I can recite by heart rhymes and poems that are familiar to me	
19	I can use my understanding of a text to help find the meaning of new words	
20	I can use what I already know to help me to read and understand a range of texts	
21	I can use background information and vocabulary my teacher gives me to help develop my understanding of what I have listened to or read	
22	I can check if the text makes sense to me as I read and correct myself when reading inaccurately	
23	I can explain what the text is about using the title and events I have read about	
24	I can make predictions about the plot of an unknown story, using the text and other book features n	
25	I can make inferences on the basis of what is being said or has happened in a story	
26	I can use my understanding of what I have read to help me make predictions about what will happen next	
27	I understand and can explain the difference between fiction and non-fiction texts	
28	I understand the way information texts are organise and can use this to help me understand what I have read	
29	I can pick out important words and phrases that the writer has used in the text to explain my understanding of what I have read	



Dosthill Primary School  
I am working towards Building Block B2 in Reading

Reading the Text

1	I can use the grapheme-phoneme correspondence I have learnt to help me blend sounds when reading unfamiliar words on my own with increasing accuracy	
2	I can read about half of the common exception words for year 2 on sight	
3	I can read familiar stories aloud with increasing fluency without having to sound out or blend polysyllabic words	
4	I can use the grammar of a sentence to help me read new and unfamiliar words	
5	I can take into account simple punctuation to help me read aloud with expression	
6	I am beginning to identify unusual correspondence between spelling and sound for some of the common exception words for year 2	
7	I can read an increasing number of words that are familiar to me confidently without overt sounding out and blending	
8	When reading unfamiliar words that are appropriate, I can sound out words without any hesitation	
9	I can read with an increasing confidence books that are familiar to me	

Understanding the text, selecting, retrieving and interpreting information

10	I can show my motivation for reading by sharing stories, poems and non-fiction texts I enjoy	
11	I can use the illustrations on the front cover and title to help me choose books I want to read	
12	I can relate my own experience to a range of range of classic and contemporary poetry, stories and non-fiction texts that I read with others	
13	I can identify and discuss the main events and key points for a range of stories, fairy tales and traditional tales I have read	
14	I can explain how fiction texts are structured in different ways	
15	I can find descriptive words and phrases that the author has used in stories and poems	
16	I can think about questions I want to ask my teacher to help develop my understanding of what I have listened to or read	
17	I can check if a text makes sense as I read and generally correct my inaccurate reading	
18	I am beginning to make simple inferences about thoughts, feelings and reasons for the actions of the main characters in familiar stories	
19	I can make predictions about poems, stories and non-fiction texts based on my experience of similar texts that I have read or have been read to me	
20	I can ask and answer questions to develop my understanding about what I have read or has been read to me	
21	I can find words and phrases that have been chosen and used by the author and can talk about why I think the author has used them	
22	I can share my thoughts and feelings about texts I have read and explain how they make me feel	



Dosthill Primary School  
I am working towards Building Block A2 in Reading

**Reading the Text**

1	I can use my phonetic knowledge to continue to help decode words when reading to enable reading to become fluent	
2	I can read accurately by blending sounds in words that contain the graphemes I have been taught so far	
3	I can give alternative sounds for the graphemes I have learnt e.g.	
4	I can use the syllables in words to help me read polysyllabic words using the graphemes I know	
5	I recognise a range of prefixes and suffixes and can use them to help me when reading a range of words	
6	I can confidently read on sight the common exception words for year 2	
7	I can explain the unusual correspondence between spelling and sound for the common exception words for year 2	
8	I can read most words that I have seen before confidently and accurately without overt sounding out and blending	
9	I can read aloud books that are appropriate, sounding out unfamiliar words, automatically and without hesitation	
10	I can read with fluency and confidence books that are familiar to me	
11	When reading, I can use the punctuation in sentences to support me reading with intonation and expression	

**Understanding the text, selecting, retrieving and interpreting information**

12	I show my motivation and pleasure of reading by sharing the stories, poems and non-fiction texts I enjoy	
13	I can use the front cover, book title as well as illustrations and words inside to make reading choices	
14	I can talk about and share my views about a wide range of classic and contemporary poetry, stories and non-fiction texts that I share and read with others	
15	I can retell the sequence of events and explain how information for a wider range of stories, fairy tales and traditional tales I have read are related	
16	I can explain how non-fiction texts are structured in different ways	
17	I can use my understanding of how non-fiction are structured to make predictions about a text	
18	I can recognise simple recurring literacy language in stories and poetry	
19	I can use what I already know, background information and vocabulary my teacher gives me to help develop my understanding of what I have listened to or read	
20	I can check if a text makes sense as I read and correct my inaccurate reading with increased confidence	
21	I can make inferences about what is being said or done in a story	
22	I can ask and answer questions that challenge and deepen thinking about what I have read or has been read to me	
23	I can make predictions about what poems, stories and non-fiction texts on the basis of what I have read so far	
24	I can find information in books and poems I have read or have been read to me and use this information to help me in discussions with my peers	
25	I can take turns and listen to what others say when talking about poems, stories and non-fiction texts I have read to or have been read to me	
26	I can make comparisons between books and poems I have read, noting the similarities	



	and differences	
27	I can identify and talk about the effects of the words and phrases in a text showing an understanding of what I have read	
28	I can express my opinions and preferences about texts I have read and give reasons for my preferences	



Dosthill Primary School  
I am working towards Building Block B3 in Reading

Reading the Text

1	I can read with increasing independence using a range of familiar strategies that are appropriate to help me establish the meaning of the text	
2	I can read an increasing range of familiar and unfamiliar books with fluency and expression taking into account punctuation in sentences	
3	I am beginning to use my knowledge of the root words, prefixes and suffixes I have been taught to help me when reading aloud	
4	I am beginning use my knowledge of unusual correspondence between spelling and sound to support my reading of common exception words	

Understanding the text, selecting, retrieving and interpreting information

5	I can talk about the main differences between fiction, poetry, plays and non-fiction books	
6	I can share my views about fiction, poetry, plays, non-fiction and reference books or text books I have listen to or read	
7	I can find information in fiction and non-fiction texts and can discuss it using the text to help me	
8	I can read a range of texts to help me find information to answer specific questions	
9	I can use alphabetical order to help me use a dictionary	
10	I can orally retell a story clearly giving appropriate detail	
11	I can make predictions about what is going to happen in a text based on what I have read	
12	I can perform simple poems and scripts aloud	
13	I can comment on how words and phrases in a familiar text have been used to paint a picture	
14	I can talk about different types of poems I have enjoyed and say what I like about it and why	
15	I can check if a text makes sense as I read	
16	I can discuss the actions of the main characters in a story and can justify my ideas using the text	
17	I can ask questions to clarify my thinking about what I have read	
18	I can summarise the main points from a short passage or text	
19	I can express my preferences between texts I have read and give reasons for my preferences	
20	I try to explain the differences between different types of text I have read	



Dosthill Primary School  
I am working towards Building Block A3 in Reading

Reading the Text

1	I can read independently using a range of strategies to help me to understand the text	
2	I can read with intonation, fluency and expression taking into account a range of punctuation	
3	I can use my knowledge of root words, prefixes and suffixes to help me when reading aloud	
4	I use my knowledge of the root words, prefixes and suffixes I have learnt to help me understand the meaning of words I meet when reading	
5	I can use my knowledge of unusual correspondence between spelling and sound to support my reading of common exception words	

Understanding the text, selecting, retrieving and interpreting information

6	I recognise and can discuss the main differences between fiction, poetry, plays, non-fiction and reference books or text books	
7	I can discuss my thoughts about fiction, poetry, plays, non-fiction and reference books or text books I have listen to or read	
8	I understand that books can be structured in different ways	
9	I can read a range of different texts for different purposes	
10	I can use a dictionary to find and check the meaning of unfamiliar words I have read	
11	I can retell orally stories from a wide range of books that I am familiar with	
12	I can identify some features of different text types	
13	I can perform poems and play scripts aloud	
14	I can identify and comment on the words and phrases that an author has used to create effects or paint a picture	
15	I understand and can describe the different types of poems I have read e.g. free verse, narrative poetry	
16	I can read and reread a text to check it makes sense to me	
17	I can discuss my understanding of a text and make plausible predictions based on what know about it	
18	I can ask a range of questions to deepen my understanding of a text I have read	
19	I am beginning to use inference to develop my understanding of characters feelings and thoughts in a text	
20	I can summarise the main points from different paragraphs in a text	
21	I can retrieve and record information from non-fiction texts	
22	I can explain how the writer has used words for different effects e.g. how a sentences has been structured to create tension	
23	I can express my thoughts and ideas about books I have read and have had read to me	





**Dosthill Primary School**  
**I am working towards Building Block B4 in Reading**

**Reading the Text**

1	I can read a range of texts independently using a range of appropriate strategies to enable me to establish meaning	
2	I can read aloud an increasing range of texts with expression and intonation taking into account an increasing range of punctuation	
3	I can read most of the high frequency words for year 4	
4	I use my knowledge of the root words, prefixes and suffixes I have learnt to help me understand the meaning of words I meet when reading a range of texts both fiction and non-fiction	

**Understanding the text, selecting, retrieving and interpreting information**

5	I can identify the main differences between different fiction genres, different types of poetry, plays, non-fiction and reference books or text books for different purposes	
6	I can share my thoughts about different fiction genres, different types of poetry, plays, non-fiction and reference books or text books for different purposes	
7	I can identify and comment on the language used to create mood and tension in stories I have read	
8	I can identify key structural and language features of a range of non-fiction texts studied	
9	I can identify where similes, alliteration and onomatopoeia have been used in a text and can talk about their effect	
10	I can use a dictionary to help me check what new and unfamiliar words mean	
11	I can retell orally stories I have read from a widening range and include relevant details to the retelling	
12	I can perform poems and play scripts aloud, showing my understanding through tone, volume and action	
13	I can identify how the authors use language and structure to convey meaning	
14	I can identify language of different text types e.g. imperative verbs	
15	I can infer reasons for actions of the main characters and events based on my knowledge of text types	
16	I am beginning to ask higher order questions to develop my thinking about the text I have read	
17	I am beginning to use inference to develop my understanding of characters feelings, thoughts and actions	
18	I understand how paragraphs are used to order and build up ideas	
19	I can express my opinions, thoughts and ideas about books I have read and have had read to me	





# Dosthill Primary School

## I am working towards Building Block A4 in Reading

### Reading the Text

1	I can read a range of appropriate texts independently using a range of strategies to enable me to understand the text	
2	I can read and reread a range of appropriate texts with understanding, fluency and expression taking into account an increasing range of punctuation	
3	I can use my increasing knowledge of root words, prefixes and suffixes to help me when reading range of texts – fiction, non-fiction and poetry aloud	
4	I use my increasing knowledge of the root words, prefixes and suffixes I have learnt to help me understand the meaning of words I meet when reading a range of appropriate texts independently	
5	I can read and re-read ahead to look for clues to determine the meaning of the text	

### Understanding the text, selecting, retrieving and interpreting information

6	I recognise the main differences between different fiction genres, different types of poetry, plays, non-fiction and reference books or text books for different purposes	
7	I can discuss my thoughts about different fiction genres, different types of poetry, plays, non-fiction and reference books or text books for different purposes	
8	I can comment on the authors of use of language in different fiction genres to create mood, build up tension etc	
9	I can identify structures and grammatical features of a range of non-fiction texts	
10	I can identify and comment on figurative language in a text e.g. similes, metaphors, alliteration, onomatopoeia and personification	
11	I can read and identify the authors main purpose when studying a range of appropriate texts	
12	I can use a dictionary to find and check the meaning of unfamiliar words I have read	
13	I can retell orally stories from a wide range of books that I am familiar with ensuring that details that are relevant are included in the retelling	
14	I can identify and compare the themes and conventions of a range of text types	
15	I can perform poems and play scripts aloud, showing my understanding through intonation, tone, volume and action	
16	I can identify and comment on the words and phrases that an author has used to capture the readers interest	
17	I understand and can describe the different types of poems I have read e.g. narrative poetry, haiku poetry	
18	I can read and reread a range of appropriate texts to check it makes sense to me	
19	I can discuss my understanding of a text and explains the meaning of a text in context	
20	I can ask a range of higher order questions to deepen my understanding of a text I have read	
21	I can use inference to develop my understanding of characters feelings, thoughts and motives from their actions and justify my inferences with evidence	
22	I can make plausible predictions based on my knowledge of the text and from details stated or implied	
23	I can identify the main idea from more than one paragraph and summarise these identifying how language, structure and presentation contribute to the meaning	
24	I can retrieve and record information from a range of non-fiction texts	
25	I can identify and discuss the language and style of writing of an author showing my understanding and thoughts about what I have read	
26	I can express my opinions, thoughts and ideas about books I have read and have had read to me	



**Dosthill Primary School**  
**I am working towards Building Block B5 in Reading**

**Reading the Text**

1	I can read aloud with pace, fluently and expression with understanding	
2	I can use contextual knowledge to determine the meaning of a text	
3	I can use my knowledge of the structure of texts to locate information quickly and effectively	
4	I can quote directly from the text to justify my opinions	
5	I can use my growing knowledge of root words, prefixes and suffixes (morphology and etymology) to help me read unfamiliar new words	
6	I can use my growing knowledge of root words, prefixes and suffixes (morphology and etymology) to help me construct the meaning of unfamiliar new words in context	

**Understanding the text, selecting, retrieving and interpreting information**

7	I can discuss and share my opinions about a growing range of fiction, poetry, plays, non-fiction and reference books or textbooks	
8	I can show my understanding of significant ideas, themes, events and characters in a range of reading books I have read	
9	I can read a range of texts for a range of purposes, inferring meaning from a text	
10	I can show my understanding of a widening range of books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions	
11	I can recommend books that I have read to my peers, sharing personal responses about the text	
12	I can identify themes and conventions in and across different texts from the same genre or theme	
13	I can recite a range of poetry I have learnt about by heart	
14	I can read aloud a range of poems and plays showing some understanding through intonation, tone and volume	
15	I can read a range of texts matched to my reading ability and check that the text makes sense to me	
16	I can make inferences about a characters' actions based on evidence drawn from the text	
17	I can ask a range of higher order questions to improve my understanding of the text	
18	I can summarise the main ideas from the text and identify some details that support these ideas	
19	I can make predictions about a text I have read from details stated	
20	I can identify and explain how the language of a text helps contribute to its meaning	
21	I can distinguish between a statement of fact and opinion	
22	I can retrieve and present information from non-fiction texts	
23	I can participate in discussions about books that I have listened to and read sharing my views	
24	I am beginning to explain and discuss my understanding of what I have read through structured formal presentations and debates	
25	I can justify my views about what I have read or listened to	



**Dosthill Primary School**  
**I am working towards Building Block A5 in Reading**

**Reading the Text**

1	I can select and read a range of texts aloud with pace, fluently and expression with understanding	
2	I can skim and scan to identify key ideas in the text	
3	I can locate information quickly and effectively from a range of sources using a range of techniques	
4	I can quote directly from the text to justify and support my predictions and opinions	
5	I can use my growing knowledge of morphology and etymology to help me read unfamiliar new words	
6	I can use my growing knowledge of morphology and etymology to help me construct the meaning of unfamiliar new words in context	

**Understanding the text, selecting, retrieving and interpreting information**

7	I can read, share my opinions about and discuss a widening range of fiction, poetry, plays, non-fiction and reference books or textbooks	
8	I can show my understanding of significant ideas, themes, events and characters in an increasing range of reading books I have chosen and read independently	
9	I can read a range of texts for a range of purposes, inferring meaning from a text and my wider experience	
10	I can show my understanding of a widening range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	
11	I can recommend books that I have read to my peers, giving reasons for my choices	
12	I can identify and discuss themes and conventions in and across a wide range of writing	
13	I can recite a range of poetry by heart	
14	I can read aloud and perform a range of poems and plays showing an understanding through intonation, tone and volume	
15	I can read a range of texts and check that the text makes sense to me	
16	I can make inferences about a characters' actions based on evidence drawn from different viewpoints in the text	
17	I can ask a range of higher order questions to improve my understanding of the text	
18	I can summarise the main ideas drawn from more than one paragraph and identify key details that support these main ideas	
19	I can make predictions about a text I have read from details stated or implied	
20	I can identify and explain how the language, structure and presentation of a text helps contribute to its meaning	
21	I can discuss and evaluate how authors use language including figurative language and consider the impact on the reader	
22	I can distinguish between a statement of fact and opinion	
23	I can retrieve, record and present information from a range of non-fiction texts	
24	I can participate in discussions about books that I have listened to and read sharing my views and building on and challenging the views of others courteously	
25	I can explain and discuss my understanding of what I have read through formal presentations and debates	
26	I can clarify by elaborating on and justifying my views about what I have read or listened to	



Dosthill Primary School  
I am working towards Building Block B6 in Reading

**Reading the Text**

1	I can read with fluency and expression, using punctuation to establish meaning and inform intonation	
2	I can use skimming and scanning and text marking to find information quickly and effectively	
3	I can read and collate information for a range of sources	
4	I can refer to the text to support predictions and give opinions	
5	I can use my growing knowledge of morphology and etymology to help me read unfamiliar new words	
6	I can use my growing knowledge of morphology and etymology to help me construct the meaning of unfamiliar new words in context	

**Understanding the text, selecting, retrieving and interpreting information**

7	I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks I have read independently	
8	I can show my understanding of how an author structures their books in different ways	
9	I can read a range of texts for a range of purposes and am beginning to compare and contrast the style of individual writers and poets	
10	I can show my understanding of a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	
11	I can recommend books that I have read to my peers, giving reasons for my choices	
12	I can identify and discuss themes in and across a wide range of writing	
13	I can recite a wide range of poetry by heart	
14	I can read aloud and perform a range of poems and plays showing an understanding through intonation, tone and volume	
15	I can read a range of texts and check that the text makes sense to me	
16	I can describe a characters' feelings, thoughts and motives from their actions using from evidence from the text	
17	I can ask a range of higher order questions to further develop my understanding of the text	
18	I can make predictions based on evidence in the text	
19	I can identify and explain how the language and structure of a text helps contribute to its meaning	
20	I can discuss and evaluate how authors use language considering how and why it is used	
21	I can distinguish between a statement of fact and opinion	
22	I can identify the purpose, audience and organisation of different fiction and non-fiction texts and are beginning to evaluate the success of these elements	
23	I sometimes participate in discussions about books that I have listened to and read when prompted, read sharing my views	
24	I can explain and discuss my understanding of what I have read through structured formal presentations and debates	
25	I can justify my views about what I have read or listened to	



Dosthill Primary School  
I am working towards Building Block AG in Reading

Reading the Text

1	I can read with fluency, understanding and expression and can adjust the tone of my voice where necessary	
2	I can skim and scan a range of texts to decide on the quality and usefulness and explain this clearly to others	
3	I can read and collate key ideas and information for a range of sources	
4	I can use my growing knowledge of root words, prefixes and suffixes (morphology and etymology) to help me read unfamiliar new words	
5	I can use my growing knowledge of root words, prefixes and suffixes (morphology and etymology) to help me understand the meaning of unfamiliar new words	

Understanding the text, selecting, retrieving and interpreting information

6	I can read, analyse and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks I have chosen and read independently	
7	I can show my understanding of how a range of reading books are structured in different ways by different authors	
8	I can read a range of texts for a range of purposes and can compare and contrast the style of individual writers and poets	
9	I can confidently show my understanding of a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	
10	I can recommend books that I have read to my peers, giving reasons for my choices	
11	I can identify and discuss themes and conventions in and across a wide range of writing	
12	I can recite a wide range of poetry by heart	
13	I can read aloud and perform a range of poems and plays showing an understanding through intonation, tone and volume so that the meaning is clear to the audience	
14	I can read a range of texts and check that the text makes sense to me	
15	I can discuss my understanding of and explore the meaning of new and unfamiliar words in a range of appropriate texts I have read	
16	I can make inferences about a characters' feelings, thoughts and motives from their actions and justify inferences from evidence from the text	
17	I can ask a range of higher order questions to improve my understanding of the text	
18	I can make predictions firmly rooted in evidence in the text	
19	I can identify and explain how the language, structure and presentation of a text helps contribute to its meaning	
20	I can discuss and evaluate how authors use language including figurative language and consider the impact on the reader	
21	I can distinguish between a statement of fact and opinion	
22	I can identify the purpose, audience and organisation of different fiction and non-fiction texts and evaluate the success of these elements	
23	I can participate in discussions about books that I have listened to and read sharing my views and building on and challenging the views of others courteously	
24	I can explain and discuss my understanding of what I have read through formal presentations and debates	
25	I can maintain the focus on a topic and use notes where necessary to support me when taking part in formal presentations and debates	
26	I can provide reasoned justifications for my views about what I have read or listened to	



Dosthill Primary School  
I am working towards Building Block B7 in Reading

Reading the Text

1	I can confidently and fluently read increasingly challenging materials both fiction and non-fiction from a range of genres and text types both independently and aloud	
2	I can use the skills of skimming, scanning and text marking to identify key ideas within and across texts	
3	I can use my knowledge of vocabulary to learn new vocabulary when reading increasingly challenging texts	
4	I can make informed choices about the books I choose to read independently for challenge, interest and enjoyment	
5	I can manage my own reading for a range of purposes	

Understanding the text, selecting, retrieving and interpreting information

6	I can read, explore and discuss increasingly challenging fiction, poetry, plays, non-fiction and reference books or textbooks to support and justify predictions and opinions using point, evidence and explanation	
7	I can comment on some of the techniques the author has used to create moods, feelings, and attitudes	
8	I can explain how and why the author has chosen a range of vocabulary to convey different messages, moods, attitudes and feelings	
9	I can explain how the choice of language enables the development of meaning beyond the literal	
10	I can identify the viewpoint of the writer of a text and can identify when a text is bias or trying to persuade the reader of a particular viewpoint	
11	I can explain and justify personal preferences for writers and text styles	
12	I can describe and evaluate authors' use of techniques, justifying interpretations with some reference to the text	
13	I can confidently use the skills of skimming, scanning and text marking to identify key ideas in texts I have read	
14	I am beginning to show an understanding of how the time and place a text was written will affects its interpretation	
15	I can explain the impact the combination of images, text and other text features have on the reader	
16	I can explain and discuss my understanding of what I have read through formal presentations and debates including relevant details to support my ideas	
17	I can maintain the focus on a topic and show an awareness of the audience and their needs when taking part in formal presentations and debates	
18	I can perform playscripts and poetry, showing a greater awareness of the language and theme	





## Dosthill Primary School

I am working towards Building Block A7 in Reading

### Reading the Text

1	I can read a range of challenging texts fluently and expressively, adjusting the tone of my voice when and where necessary	
2	I can critically read texts from a range of genres demonstrating an understanding of the main point of view and looking for subtle and implied meaning	
3	I can learn vocabulary by relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries	
4	I can examine the impact of multimodal text (material which uses two or more media together, such as words and pictures)	

### Understanding the text, selecting, retrieving and interpreting information

5	I can read, retrieve and collate ideas from challenging fiction, poetry, plays, non-fiction and reference books or textbooks I have chosen and can confidently read independently	
6	I can identify and evaluate the techniques used by different authors to create moods, feelings, messages and attitudes	
7	I can demonstrate my understanding of how the structural choices support the writer's theme and purpose in a range of texts	
8	I can evaluate the language choices that support the writers theme, providing evidence and justification for my interpretations	
9	I can explore and describe the styles of individual writers and poets, providing evidence and justifications for my ideas	
10	I can explain how writers can use language to manipulate or influence the readers' viewpoint, giving evidence from the text	
11	I can identify and discuss irony in literature and its effect	
12	I can show my understanding of a range of high quality fiction and non-fiction, including whole books, short stories, poems and plays that cover a range of genres, historical periods, forms and authors	
13	I can choose and read books independently for challenge, interest and enjoyment and share the reasons for my choices	
14	I can articulate personal responses to literature, identifying how and why the text affects the reader	
15	I can differentiate between fact and opinion, in media texts, detect bias or stereotyping	
16	I can ask questions that are pertinent to further developing my understanding of a text	
17	I can clearly identify my viewpoint and give a developed explanation of it through close reference to the text	
18	I am beginning to communicate my understanding of how the work of dramatists is communicated through performance	
19	I can discuss and evaluate how authors use language to present meaning the impact on the reader	
20	I can give short speeches about books that I have listened to and read sharing my views and keeping to the point	
21	I can explain and discuss my understanding of what I have read through formal debates and structured discussions	
22	I can rehearse and perform playscripts and poetry, demonstrating an understanding of the language and theme	