



## Comprehension

Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

*I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*

**Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with 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.**

*I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.*

**Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.**

*I can write or give a detailed book review including reasons why I would recommend the book.*

Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.

*I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.*

Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.

*I can discuss and compare events, issues and characters within a book.*

Maintain positive attitudes to reading and understanding of what he/she reads by preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

*I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.*

**Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.**

*I can understand what I am reading by checking that the book makes sense and finding the meaning of new words from the context.*

Understand what he/she reads by asking questions to improve his/her understanding of complex texts.

*I can ask sensible and interesting questions about the texts to help me understand them more.*

Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

*I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.*

Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.

*I can predict what might happen in increasingly complex texts by using evidence from the text.*

Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

*I can talk about how authors use language, including figurative language, and the impact it has on the reader.*

Distinguish between statements of fact and opinion.

*I can tell the difference between statements of fact and opinion.*

**Retrieve, record and present information from non-fiction.**

*I can find and write down facts and information from non-fiction texts.*

Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.

*I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.*

## Word Reading

**Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.**

*I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.*

