

Millbrook Primary School - Progression in Reading Skills - I Cans - June 2023 - D2

Reading Skills	Reception - Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Sequencing Stories	<p>Re.Se.R.1, I can read & understand simple sentences.</p> <p>Re.Se.1.2 I can identify and discuss the setting and names of the characters in a story</p> <p>Re.Se.R.3 I can sequence pictures from a story or with familiar events</p> <p>Se.R.4 I can talk about what they have read.</p>	<p>Re.Se.1.1 I can identify and discuss the setting and names of the characters in a story</p> <p>Re.Se.1.2 I can retell stories explaining clearly their understanding of what is read to them</p> <p>Re.Se.1.3. I can sequence the beginning, middle and end of a story</p>	<p>Re.Se.2.1 I can retell stories both answering and asking questions on the content</p> <p>Re.Se.2.2 I can talk about the sequence of events in a story and describe how items of information are related</p>	<p>Re.Se.3.1 I can retell the sequence of a story in a book</p> <p>Re.Se.3.3 I can sequence pictures or texts from a story or non-fiction text and can justify the choices I make</p>	<p>Re.Se.4.1 I can retell the stories from a range of books</p> <p>Re.Se.4.2 I can ask questions to improve my understanding of a text</p>	<p>Re.Se.5.1 I can ask questions to improve my understanding of a text</p> <p>Re.Se.5.2 I can summarise the main ideas drawn from more than one paragraph,</p> <p>Re.Se.5.3 I can sequence sections of unknown texts based upon knowledge of genre features</p>	<p>Re.Se.6.1 I can describe my understanding of complex narratives e.g. dual narration, flash back</p> <p>Re.Se.6.2 I can ask questions to improve my understanding of a text,</p>
Discussing and debating	<p>Re.D.R.1 I can talk with other about what I have read</p> <p>Re.D.R.2 I look at the person who is talking to me</p> <p>Re.D.R.3 I can take turns to speak when working in a group</p> <p>Re.D.R.4 I can use 'because' to develop my ideas when I explain what I do or do not like</p>	<p>Re.D.1.1 I can talk about what is read to me and listen to what others say</p> <p>Re.D.1.2 I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond those I can read independently</p> <p>Re.D.1.3 I can use 'because' to develop my ideas when I explain what I do or do not like</p>	<p>Re.D.2.1 I can listen to, discuss and express my opinion about a range of contemporary and classic poetry, stories and non-fiction</p> <p>Re.D.2.2 I can ask and answer questions about a text</p> <p>Re.D.2.3 I can describe my thoughts on books and poems that I have read or have been read to me</p>	<p>Re.D.3.1 I can take part in discussions about books, poems & other works that I have read for myself,</p> <p>Re.D.3.2 I can talk about the events, characters or sections of a text</p> <p>Re.D.3.3 I can identify and describe the impact of phrases that have been chosen to capture the readers interest and imagination</p> <p>Re.D.3.4 I can ask questions to improve my understanding of a text</p>	<p>Re.D.4.1 I can talk about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Re.D.4.2 I can identify and talk about the purpose of a text and the impact that it has on the reader</p> <p>Re.D.4.3 I can identify and discuss the difference between fact and opinion</p> <p>Re.D.4.4 I can identify and discuss the impact of words and phrases that have been chosen to capture the readers interest and imagination</p>	<p>Re.D.5.1 I can take part in discussions about books that help me to extend my own and others understanding</p> <p>Re.D5.2 I can challenge the views of others courteously</p> <p>Re.D.5.3 I can ask questions that help to clarify others' opinions</p> <p>Re.D.5.4 I can explain my understanding of what I have read and provide justifications for my views</p> <p>Re.D.5.5 I can identify statements of fact and opinion.</p> <p>Re.D.5.6 I can identify and discuss themes and points of view within and across texts</p>	<p>Re.D.6.1 I can take part in discussions about books, challenging others' views courteously</p> <p>Re.D.6.2 I can take part in formal debates</p> <p>Re.D.6.3 I can recommend books that I have enjoyed to my peers</p> <p>Re.D.6.4 I can provide reasoned justifications to support my opinions</p> <p>Re.D.6.5 I can comment on the overall impact that a text has on a reader</p>
Finding information	<p>Re.F.R.1 I can listen to stories, & respond to what I hear with relevant comments, questions and reactions.</p> <p>Re.F.R.2 I can answer 'how' and 'why' questions about my experiences & in response to stories or events.</p> <p>Re.F.R.3 I can use 'Fastest finger' to answer questions in phonics.</p>	<p>Re.F.1.1 I can listen to stories, & respond to what they hear with relevant comments, questions and reactions.</p> <p>Re.F.1.2 I can answer simple questions about characters, setting and key events in a story</p> <p>Re.F.1.3 I can use 'Fastest finger' to answer questions in phonics.</p>	<p>Re.F.2.1 I can ask relevant questions about the content of a story, poem or non-fiction text</p> <p>Re.F.2.2 I can answer questions about characters, setting/s and key events in a story</p> <p>Re.F.2.3 I can answer find it questions about key information in a non-fiction text</p> <p>Re.F.2.4 I can scan text to find given words and phrases</p>	<p>Re.F.3.1 I can make up relevant find it questions for a section of fiction and non-fiction texts</p> <p>Re.F.3.2 I can find and select the word/s in a section of a text to answer find it questions</p> <p>Re.F.3.3 I can identify and summarise the main ideas drawn from more than one paragraph</p> <p>Re.F.3.4 I can skim and scan a text to identify and use headings to retrieve information</p>	<p>Re.F.4.1 I can make up find it questions about fiction and non-fiction texts</p> <p>Re.F.4.2 I can find and select words and phrases to answer find it questions from different sections of unknown texts</p> <p>Re.F.4.3 I can identify and summarise the main ideas in more than one paragraph</p> <p>Re.F.4.4 I can scan different sections of unknown texts (fiction and non-fiction) to find the information I need</p>	<p>Re.F.5.1 I can ask relevant find it questions which explore the detail or which require comparison across texts</p> <p>Re.F.5.2 I can find and select words and phrases from across a whole text to answer find it questions</p> <p>Re.F.5.3 I can scan different texts to find evidence to answer questions</p> <p>Re.F.5.4 I can speed read or skim to gain the gist or main idea of a text</p> <p>Re.F.5.5 Prior to reading, I can select from a range of texts/ sources of information to identify the most appropriate source to answer a key question.</p> <p>Re.F.5.6 I can retrieve and record information in note form</p>	<p>Re.F.6.1 I can generate relevant find it questions about different sections of a story</p> <p>Re.F.6.2 I can retrieve and record information from non-fiction</p> <p>Re.F.6.3 I can find, select and combine phrases from more than one text/source to support answers to find it questions</p> <p>Re.F.6.4 I can use my skimming and scanning skills across a range of different curriculum subjects e.g. history and geography</p> <p>Re.F.6.5 I can appraise a text quickly, deciding on its value, quality or usefulness</p> <p>Re.F.6.6 I can make presentations to different audiences</p>
Identifying evidence	<p>Re.E.R.1 I can talk about what happens in a story and why these things occur</p>	<p>Re.E.1.1 I can talk about what happens and why these things occur.</p>	<p>Re.E.2.1 I can draw upon my personal experiences when talking about a text</p>	<p>Re.E.3.1 I can identify the cause of an event</p>	<p>Re.E.4.1 I can infer and talk about the possible effects of a specific event or action</p>	<p>Re.E.5.1 I can infer and comment on the possible causes of events and actions</p>	<p>Re.E.6.1 I can infer and compare different characters'</p>

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	<p>Re.E.R.2 I can connect ideas or events when I write or tell a story.</p> <p>Re.E.R.3 I can link events in stories to my personal experiences</p>	<p>Re.E.1.2 I can link events in stories to my personal experiences</p> <p>Re.E.1.3 I can make inferences about character types based on actions E.g. infer stock character types (good/bad/evil/hero etc.) based upon their actions</p>	<p>Re.E.2.2 I can make links between external events and what happens in a story</p> <p>Re.E.2.3 <i>I can describe the impact of character's actions on others.</i></p>	<p>Re.E.3.2 <i>I can infer an effect of a specific event or action</i></p>	<p>Re.E.4.2 I can justify inferences with evidence from within the text</p>	<p>Re.E.5.2 I can select evidence to identify the causes are most/least likely</p> <p>Re.E.5.3 <i>I can Infer and explain how a character's thoughts, feelings or motives have changed over the course of the text</i></p>	<p><i>thoughts, feelings and motives at the same points in a story</i></p> <p>Re.E.6.2 I can evaluate the impact of different causes and effects</p> <p>Re.E.6.3 I can distinguish between statements of fact and opinion using evidence to justify my choices.</p>
Developing Inference	<p>Re.I.R.1 I can represent my ideas, thoughts & feelings through role play</p> <p>Re.I.R.2 <i>I can ask and answer simple relevant inference/ detective questions about a story or simple non-fiction text (no evidence needed)</i></p>	<p>Re.I.1.1 I can explore characters' thoughts and feelings through roleplay and drama</p> <p>Re.I.1.2 <i>I can ask and answer simple relevant inference/ detective questions about a story or simple non-fiction text</i></p>	<p>Re.I.2.1 I can role play a character</p> <p>Re.I.2.2 <i>I can make inferences on the basis of what is being said and done</i></p> <p>Re.I.2.3 I can ask and answer inference/ find it questions based on my understanding of a character's feelings</p>	<p>Re.I.3.1 <i>I can infer characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <p>Re.I.3.2 I can explore characters' actions and feelings through role play/hot seating</p> <p>Re.I.3.3 I can ask and answer inference/ detective relevant questions that describe a character's feelings and actions</p>	<p>Re.I.4.1 <i>I can draw inferences of characters' feelings, thoughts and motives from their actions, and justifying with evidence</i></p> <p>Re.I.4.2 I can explore characters' actions, feelings and motives through role play/ hot seating</p> <p>Re.I.4.3 I can ask and answer inference/ detective questions that demonstrate my understanding of a character's feelings, actions and motives</p>	<p>Re.I.5.1 <i>I can ask and answer relevant inference/ detective questions for a range of fiction and non-fiction texts</i></p> <p>Re.I.5.2 <i>I can ask/answer relevant inferences/ detective questions about characters' feelings, actions, thoughts and motives</i></p> <p>Re.I.5.3 I can create improvisations in role e.g. creating a new or alternative scenes</p>	<p>Re.I.6.1 <i>I can ask find it inference/ detective questions which explore the detail of a text or which require comparison across the text</i></p> <p>Re.I.6.2 I can create improvisations in role e.g. for a different point in time to that in the text</p> <p>Re.I.6.3 I can present ideas in role as an expert authority e.g. debate</p>
Predicting	<p>Re.P.R.1 I can listen to stories, accurately anticipating key events & respond to what I hear with relevant comments, questions and reactions.</p> <p>Re.P.R.2 <i>I can make predictions about what I think will happen next</i></p>	<p>Re.P.1.1 I can predict whether a book will be story or non-fiction based upon the cover and title</p> <p>Re.P.1.2 <i>I can predict what might happen based on what has been read so far</i></p>	<p>Re.P.2.1 I can make predictions prior to reading based upon the title, cover and skim reading of illustrations</p> <p>Re.P.2.2 I can make predictions based upon events in the text so far</p> <p>Re.P.2.3 I can make predictions about what might happen based on my understanding of similar stories</p>	<p>Re.P.3.1 I can make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings</p> <p>Re.P.3.2 <i>I can make predictions based upon events and actions of characters so far in a story</i></p> <p>Re.P.3.3 I can make predictions based on my understanding of similar texts</p>	<p>Re.P.4.1 I can make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing</p> <p>Re.P.4.2 <i>I can use evidence from the text to make plausible predictions about how a character may act or react</i></p> <p>Re.P.4.3 I can make predictions drawing upon my knowledge of other texts</p>	<p>Re.P.5.1 <i>I can make predictions about characters based upon my reading so far – identifying a range of evidence within and beyond the text to support my opinion</i></p> <p>Re.P.5.2 I can categorise predictions as likely/unlikely based upon what has been read so far</p>	<p>Re.P.6.1 I can make predictions about characters, plots and themes based upon my knowledge of fiction genres or other books by the same author</p> <p>Re.P.6.2 <i>I can make predictions using evidence both stated and implied</i></p>
Summarising	<p>Re.Su.R.1 <i>I can explain the main events of a story</i></p> <p>Re.Su.R.2 I can retell a story with actions and / or picture prompts as part of a group</p> <p>Re.Su.R.3 I can draw pictures of characters/ event / setting in a story including labels, sentences or captions</p> <p>Re.Su.R.4 I can use story language when acting out a narrative</p>	<p>Re.Su.1.2 I can retell story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures</p> <p>Re.Su.1.2 <i>I can draw pictures of characters/ event / setting in a story including labels, sentences or captions</i></p>	<p>Re.Su.2.1 I can retell a story using actions and visual cues from the story</p> <p>Re.Su.2.2 <i>I can talk about the key information that I found out about in a text (link to sequencing).</i></p>	<p>Re.Su.3.1 I can retell stories orally using actions and visual cues</p> <p>Re.Su.3.2 <i>I can summarise the main points from a paragraph orally and in writing</i></p> <p>Re.Su.3.3 I can draw an annotated diagram/visual map to represent a text that has been read</p> <p>Re.Su.3.4. I can make links between my current and my prior reading</p>	<p>Re.Su.4.1 <i>I can summarise orally and in writing the main points from several paragraphs or sections of a text</i></p> <p>Re.Su.4.2 I can produce annotated drawings/ visual maps to represent a section of a text (non-fiction) or story</p> <p>Re.Su.4.3 I can use diagrams, tables and charts to summarise information</p>	<p>Re.Su.5.1 I can identify the main ideas from several paragraphs and supplement this with additional information from another text</p> <p>Re.Su.5.2 <i>I can summarise information in different ways including key information e.g. written summary, key words, pictures/ diagrams, charts and making notes for presentations</i></p>	<p>Re.Su.6.1 <i>I can identify the main idea from across several paragraphs or sections of the text and provide key additional information from the text to support this</i></p> <p>Re.Su.6.2 <i>I can summarise the themes or viewpoints in a text identifying key details to support the main ideas</i></p> <p>Re.Su.6.3 I can summarise in different ways for different audiences and purposes</p>
Evaluating and Reviewing	<p>Re.R.1.1 I can say whether I like or dislike a story or poem</p>	<p>Re.R.1.1 <i>I can say whether I like or dislike a story or poem</i></p>	<p>Re.R.2.1 <i>I can express a preference about stories or poems and giving reasons to support my opinion</i></p>	<p>Re.R.3.1 <i>I can write a book review that identifies my favourite parts of the story and why</i></p>	<p>Re.R.4.1 <i>I can write structured reviews of a text, evaluating the impact of the overall text</i></p>	<p>Re.R.5.1 I can recommend books that I have enjoyed to my peers and give reasons for the recommendations that I make</p>	<p>Re.R.6.1 I can recommend books have enjoyed to wider audiences e.g. on-line, local library</p>

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						Re.R.5.2 <i>I can write an independent review of a text</i>	Re.R.6.2 <i>I can write book reviews and give reasons for specific recommendations</i>
Presenting and performing	<p>Re.Pe.R.1 I can recognise and join in with predictable phrases</p> <p>Re.Pe.R.2 I can recite some poems and rhymes by heart</p> <p>Re.Pe.R.3 I can retell key fairy stories and traditional tales verbally.</p>	<p>Re.Pe.1.1 I can recognise and join in with predictable phrases</p> <p>Re.Pe.1.2 I can recite some poems and rhymes by heart</p> <p>Re.Pe.1.3 <i>I can retell key fairy stories and traditional tales verbally.</i></p>	<p>Re.Pe.2.1 I am building a repertoire of poems that I have learnt by heart</p> <p>Re.Pe.2.2 I can recite poems with appropriate intonation to make the meaning clear</p> <p>Re.Pe.2.3 I can orally retell a range of fairy stories and traditional tales</p>	<p>Re.Pe.3.1 I can prepare poems and play scripts to read aloud</p> <p>Re.Pe.3.2 <i>I can perform poems and play scripts aloud showing my understanding through my volume and actions</i></p>	<p>Pe.4.1 I can prepare poems and play scripts to read aloud</p> <p>Pe.4.2 <i>I can perform poems and play scripts aloud showing my understanding through my use of intonation, tone, volume and action</i></p>	<p>Re.Pe.5.1 <i>I can learn a range of poetry by heart</i></p> <p>Re.Pe.5.2 I can prepare poems and plays to read aloud</p> <p>Re.Pe.5.3 I can perform poems and plays conveying my understanding through my use of intonation, tone and volume</p> <p>Re.Pe.5.3 I can present my ideas to others</p>	<p>Re.Pe.6.1 <i>I can learn and perform a range of poetry by heart showing my understanding through my choice of intonation, tone and volume</i></p> <p>Re.Pe.6.4 I can use a formal presentation to explain my understanding of what I have read</p>
Structural organization	<p>Re.St.R.1 <i>I can read & understand simple sentences.</i></p> <p>Re.St.R.2 I can use phonic knowledge to decode regular words & read them aloud accurately.</p> <p>Re.St.R.3 I can show understanding of what I have read.</p>	<p>Re.St.1.1 I can use terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line</p> <p>Re.St.1.2 I can identify the title, blurb and author of a story or non-fiction book</p> <p>Re.St.1.3 <i>I am familiar with key stories, fairy stories and traditional tales and considering their particular characteristics</i></p> <p>Re.St.1.4 I can discuss the significance of the title in a story/book</p>	<p>Re.St.2.1 I can discuss how items of information are related in a book</p> <p>Re.St.2.2 <i>I can find and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary</i></p> <p>Re.St.2.3 <i>I can retrieve and record information from non-fiction</i></p> <p>Re.St.2.4 I can explain how topic sentences (first sentence of section) help cue the reader into the content of paragraphs</p>	<p>Re.St.3.1 I can recognise some different forms of poetry</p> <p>Re.St.3.2 I can read fiction and non-fiction texts that are structured in different ways</p> <p>Re.St.3.3 <i>I can name and describe the function of a range of common organisers in non-fiction texts: sub-headings, diagrams</i></p> <p>Re.St.3.4 I can identify how structure and presentation of a text contribute to clarifying its meaning</p> <p>Re.St.3.4 <i>I can use a range of structural organisers to retrieve information</i></p> <p>Re.St.3.5 I can recognise that pictures/photographs can give as much information as the text</p>	<p>St.4.1 I can read fiction and non-fiction texts that are structured in different ways</p> <p>St.4.2 I can name, use and describe the function of a wider range of common organisers in non-fiction texts: captions labels, bibliography</p> <p>St.4.2 <i>I can use a range of structural organisers to retrieve information from non-fiction texts</i></p> <p>St.4.3 I can identify how the structure of a text contributes to meaning</p> <p>St.4.4 I can recognise some different forms of poetry</p> <p>St.4.5 <i>I can describe how presentational devices impact on reading and support meaning e.g. italics, bold, diagrams etc</i></p>	<p>Re.St.5.1 <i>I can read and understand fiction and non-fiction texts that are structured in different ways</i></p> <p>Re.St.5.2 I can use structural organisers to make comparisons across books texts</p> <p>Re.St.5.3 I can explain why an author has chosen to structure/present the text in particular way or use a particular structural organiser</p> <p>Re.St.5.4 <i>I can identify how the structure and presentation of a text can contribute to clarify its meaning</i></p>	<p>Re.St.6.1 I can read fiction and non-fiction texts that are structured in different ways</p> <p>Re.St.6.2 I can identify how structure and presentation of a text can contribute to meaning</p> <p>Re.St.6.3 <i>I can use structural organisers to make comparisons across texts</i></p> <p>Re.St.6.3 <i>I can evaluate the impact of different structures/presentations of fiction and non-fiction</i></p> <p>Re.St.6.4 I can analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme</p>
Features of different text type	<p>Re.T.R.1 <i>I can understand that fiction means story.</i></p> <p>Re.T.R.2 <i>I understand that a non-fiction is a non-story and gives information instead.</i></p> <p>Re.T.R.3 I can identify the front cover, back cover, spine, blurb, illustration, illustrator, author and title of a book</p>	<p>Re.T.1.1 I can recognise typical characters and settings of fairy stories and traditional tales (book work)</p> <p>Re.T.1.2 <i>I understand the difference between fiction and nonfiction</i></p> <p>Re.T.1.3 I can describe the overall structure of a story</p>	<p>Re.T.2.1 <i>I can recognise and describe some typical features, similarities and differences between fiction and nonfiction texts</i></p> <p>Re.T.2.2 I can describe the overall structure of a story, e.g. including how the beginning introduces story and the ending concludes the action</p>	<p>Re.T.3.1 I can recognise and name some different forms of poetry</p> <p>Re.T.3.2 <i>I can compare and contrast features of stories that I have read e.g. characters, settings, themes</i></p> <p>Re.T.3.3 I can compare and contrast features across a range of common non-fiction text types</p>	<p>T.4.1 <i>I can recognise and describe the typical features of a wider range of forms of poetry</i></p> <p>T.4.2 <i>I can compare and contrast features across a range of common non-fiction text types</i></p>	<p>Re.T.5.1 <i>I can recognise and describe features of formal/informal fiction genres</i></p> <p>Re.T.5.2 I can refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza</p>	<p>Re.T.6.1 <i>I can identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres</i></p> <p>Re.T.6.2 I can explain major differences between text types</p>
Identify similarities and differences between texts	<p>Re.SD.R.1 <i>I can create my own narratives and explanations by connecting ideas or events.</i></p>	<p>Re.SD.1.1 <i>I can link what happens in a story to my personal experiences</i></p> <p>Re.SD.1.2 I can identify similar and repeated language which occurs in more than one story e.g once upon a time</p>	<p>Re.SD.2.1 <i>I can identify and describe some differences between fiction and non-fiction books</i></p> <p>Re.SD.2.2 I can recognise and describe how non-fiction books may be structured in different ways</p> <p>Re.SD.2.2 I can compare and contrast two or more versions</p>	<p>Re.SD.3.1 I can read books/texts that are structured in different ways</p> <p>Re.SD.3.2 <i>I can compare and contrast features within and between stories e.g. characters, settings, openings, endings</i></p> <p>Re.SD.3.3 I can compare and contrast different versions of</p>	<p>SD.4.1 I can recognise the intended audience and purpose of some non-fiction genres</p> <p>SD.4.2 I can compare and contrast character development in a play to characterisation in stories or narrative poetry</p> <p>SD.4.3 <i>I can compare and contrast information from</i></p>	<p>Re.SD.5.1 <i>I can identify, compare and contrast the features of a range of different forms of Poetry, Non-fiction and Fiction</i></p> <p>Re.SD.5.2 I can compare how a common theme is presented across a range of texts</p> <p>Re.SD.5.3 <i>I can compare characters, settings, themes</i></p>	<p>Re.SD.6.1 I can identify and discuss themes and conventions in and across a wide range of text types</p> <p>Re.SD.6.2 I can identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional)</p>

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			of the same story e.g. two versions of the same story	the same story e.g. comparing a play script of a story to the narrative	<i>different sources about the same topic, identifying similarities in content and structure</i> SD.4.4 I can compare and contrast the themes, settings, and plots of different stories	<i>and other aspects of what I have read within and across books</i> Re.SD.5.4 I can compare the difference in how language is used in poems, prose and non-fiction about the same theme Re.SD.5.5 I can compare and contrast authors' styles	Re.SD.6.3 I can compare and contrast the use of language within and across books Re.SD.6.4 I can analyse how an author develops and contrasts the points of view of different characters in a text Re.SD.6.5 I can compare and contrast authors' style, purpose and viewpoint.
Identifying vocabulary	Re.V.R.1 I use vocabulary and forms of speech influenced by my experiences of books. Re.V.R.2 I can explore the meaning and sounds of new words.	Re.V.1.1 I can recognise vocabulary associated with different genres provided by the teacher	Re.V.2.1 I can discuss and clarify the meanings of words, linking new meanings to words that I already know Re.V.2.2 I can recognise simple recurring literary language in stories and poems e.g. repetition	Re.V.3.1 I can use dictionaries to check the meaning of new words Re.V.3.2 I can explain the meaning of words in context Re.V.3.3 I can identify patterns in language e.g. repetition, rhyme, alliteration Re.V.3.4 I can identify and generate words with similar meanings or linked to a specific focus	V.4.1 I can identify and generate words with similar and opposite meanings V.4.2 I can use a dictionaries to check the meaning of unfamiliar words V.4.3 I can identify how choice of language/style contributes to text meaning	Re.V.5.1 I can identify figurative language devices Re.V.5.2 I can discuss and evaluate how authors use language, including figurative language, to have an impact on the reader Re.V.5.3 I can use the context in which it is used to explore the meaning of a word	Re.V.6.1 I can identify words and phrases that create a particular mood, feeling or attitude including figurative language Re.V.6.2 I can discuss and evaluate how authors use language, including figurative language, and identify its impact on the reader Re.V.6.3 I can explore the context to identify the meaning of unfamiliar words
Explaining meaning of words	Re.M.R.1 I can use talk to organise, sequence & clarify my thoughts about my ideas, my feelings & my experiences.	Re.M.1.1 I can discuss word meanings, linking new words with those that I already know	Re.M.2.1 I can clarify my understanding of new words by making links to words I already know Re.M.2.2 I can use a range of skills (such as morphology and word classes) to help me identify the meaning of new words Re.M.3.3 I can talk about the meaning and origin of words	Re.M.3.1 I can use my knowledge of root words, prefixes and suffixes to understand the meaning of new words Re.M.3.2 I can use context cues to identify the meaning of new words Re.M.3.3 I can talk about the meaning and origin of words	M.4.1 I can apply my knowledge of root words, prefixes and suffixes to understand the meaning of new words M.4.2 I can use the context to explain the meaning of new words M.4.3 I can identify meaning and origin of words	Re.M.5.1 I can apply my knowledge of grammar, morphology and etymology to understand the meaning of new words Re.M.5.2 I can ask questions to clarify my understanding of unfamiliar words	Re.M.6.1 I can use my knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context Re.M.6.2 I can ask questions to help clarify my understanding of unfamiliar vocabulary
Explaining intended impact	Re.Im.R.1 I show awareness of audience in way I speak to others (i.e. change intonation for younger children etc).	Re.Im.1.1 I can recognise and join in with predictable phrases	Re.m.2.1 I can talk about my favourite words and phrases from the text Re.Im.2.2 I can compare and contrast language within a type of story read e.g. traditional tales – one early morning/ once upon a time	Re.Im.3.1 I can talk about words and phrases that have captured my interest and imagination	Im.4.1 I can talk about words and phrases that have captured my interest giving reasons for their choices Im.4.2 I can compare and contrast language across different types of stories read e.g. fairy tales, myths and legends and science fiction Im.4.3 I can explain why I think the author has used a particular word or phrase	Re.Im.5.1 I can discuss how language choices help to contribute to the overall meaning of a text Re.Im.5.2 I can discuss the impact that an author's choice of figurative language has on a reader Re.Im.5.3 I can compare the impact of different language devices within a text Re.Im.5.4 I can compare one authors choice of language about a theme with that of another author	Re.Im.6.1 I can explain how words and phrases create a particular mood, feeling or attitude Re.m.6.2 I can describe the impact of a range of vocabulary and language devices Re.Im.6.3 I can compare the impact of language devices across texts Re.Im.6.4 I can recognise and compare language and vocabulary features across different text types and between authors Re.Im.6.5 I can suggest how language might change to appeal to different audiences