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| **YEAR-STAGE 5** **READING CHILD SPEAK TARGETS** |
| **Reading and spelling** |
| I am beginning to use the words and word parts that I can read and understand already to think about what new words mean and sound like. |
| **Guided Reading** |
| I am beginning to present or debate on topics I have read about, using notes if needed. |
| I am often able to justify my views. |
| I can often retrieve, record and present information from non‐fiction. |
| I can ask questions about what I have read to further improve my understanding. |
| From my reading, I can often predict what may happen in a story from details given and suggested in the text.  |
| I am beginning to identify key details and ideas in texts by summarising a given number of paragraphs I have read. |
| I can often show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence. |
| I can often distinguish between statements of fact and opinion. |
| I can often show how language, structure and presentation all contribute to meaning in texts I read.  |
| I can often check my understanding of books I have read through discussion and exploring the meaning of words. |
| **Speaking and Listening** |
| I am beginning to know how authors use particular language which will have impact on me, the reader. |
| I can often participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own. |
| I am becoming familiar with a wide range of books from our own literary heritage and also books from other cultures and traditions. |
| I am beginning to recommend books I have read to my friends. |
| I am gaining confidence to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding. |
| I can often distinguish between statements of fact and opinion. |
| I can often show how language, structure and presentation all contribute to meaning in texts I read.  |
| I can often check my understanding of books I have read through discussion and exploring the meaning of words. |