

6B	6W
Love of Reading	
I enjoy listening to and discussing a wide range of poems, stories and non-fiction books.	I enjoy an increasingly wide range of books, poems and reading materials and make book selections independently.
*I can read, enjoy and discuss a wide range of books, including from our literary heritage and books from other cultures and traditions.	
Word Reading/Fluency	
1b. I can learn a wide range of poetry by heart. (fluency)	1w. 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 make the meaning clear. (fluency)
*2b. I can read aloud and understand the meaning of most of the words on the Year 5/6 further exception word list. (V)	*2w. I can read aloud and understand the meaning of all words on the Year 5/6 further exception words. (V)
Comprehension	
*3b. I can infer the meaning of unfamiliar words in context. (V)	3w. I can identify and discuss how authors use language, including figurative language, and the impact it has on the reader. (V)
4b. I can infer characters' feelings, thoughts or reasons for their actions, using evidence from the text. (I)	4w. I can read, understand and infer meaning from wide range of poetry and text forms. (I)
5b. I can predict what will happen in a chapter with confidence. (P)	5w. I can predict how a character will react in a text, based on my understanding of their relationships with other characters in a story. (P)
6b. I can read and discuss books that are structured in different ways, for different purposes e.g. <i>for fun or research.</i> (E)	6w. I can show my understanding of texts and poems through presentations and debates. (E)
*7b. I can fully explain my views with reasons and evidence from the text. (E)	7w. I can retell a range of books to others and give reasons about why I would recommend the book. (E)
8b. I can understand and explain how language, structure and presentation contribute to the meaning of a text. (E)	8w. I can discuss and compare themes, structures, issues, characters and plots within a book and between different books. (E)
9b. I can discuss ideas, events, structures, issues, characters and plots of the texts across a wide range of writing. (E)	9w. I can participate in discussions about books that are read to me and those that I have read, building on my own and others' ideas; challenging views courteously with clear reasoning. (E)
10b. I can confidently make comparisons within and across books (R)	10w. I can retrieve, record and present information from fiction and non-fiction texts (R)
11b I can summarise the information contained in a sequence of chapters. (S)	11w. I can summarise the information contained in a sequence of chapters, extending to summarising the entire book succinctly. (S)
	*12w. I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details and quotations as evidence to support my views. (S)

S To be secure, children should meet the majority of the targets.

GD (6S+) To achieve greater depth of standard pupils must meet all of these targets, across a wide range of texts.

rs in *italics*)

- YR- *who, what, where, why, when, which, how, order, similar, different, author, character*
 - Y1- *vocabulary, infer, predict, explain, retrieve, sequence, text, setting, explain, discuss*
 - Y2- *facts, opinions, fiction, non-fiction, information, compare, describe*
 - Y3- *summarise, recommend, evidence, genre, paragraph*
 - Y4- *plot, implied, justify, feature, identify*
 - Y5- *structure, content, refer, inform*
- emes, deduce, comparisons, impression**