

Reading – 'I Can...' Statements Band 6



St Paul's CE Primary School
Millbrook Park CE Primary School



<p>I can check that a book makes sense by exploring the meaning of words in their context.</p>	<p>I check that a book makes sense by discussing my understanding (RATA)</p>	<p>I can comment upon the effect that a reader's or writer's context has on the meaning of texts <i>e.g. historical context</i></p>	<p>I make comparisons & explain the similarities & differences between texts within & across books (RATA)</p>
<p>I use a wide knowledge of root words, prefixes & suffixes to read aloud & understand new words</p>	<p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p>	<p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (powerful words/phrases)</p>	<p>I read books that are structured in different ways & for a range of purposes</p>
<p>I can recognise a wide range of words with common roots</p>	<p>I ask questions to improve my understanding</p>	<p>I can distinguish between statements of fact and opinion</p>	<p>I enjoy reading a variety of poetry & can explain what I like about a poem</p>
<p>I can hypothesise about the meaning of a word from a familiar part <i>e.g. root, suffix, prefix</i></p>	<p>I justify my inferences with evidence (PEE)</p>	<p>I can retrieve, record and present information from non-fiction</p>	<p>I have learnt a wide range of poetry by heart</p>
<p>I can use a range of strategies to read texts with fluency, understanding & expression (<i>phonic knowledge, grammatical awareness, contextual understanding, word recognition & graphic knowledge</i>)</p>	<p>I can predict what might happen from details stated and implied</p>	<p>I participate in discussions about books building on my own and others' ideas and challenging views courteously (RATA)</p>	<p>I can discuss what I like reading the best & give reasons; <i>e.g. traditional tales, modern fiction, fiction from our literary heritage & books from other cultures & traditions</i></p>
<p>I can effectively use a range of sources to look up new words including <i>dictionaries, a thesaurus, glossaries, & ICT</i></p>	<p>I can summarise the main ideas drawn from more than one paragraph</p>	<p>I explain and discuss my understanding of a text in formal presentations and debates (RATA)</p>	<p>I recommend books I have read to others, giving reasons for my choices (PEE)</p>
<p>I can read & understand words which are often confused <i>e.g. guessed, guest, or cereal, serial</i></p>	<p>I can identify key details that support the main ideas (synthesising)</p>	<p>I explain and discuss my understanding of reading, maintaining a focus on the topic and using notes where necessary</p>	<p>I can identify & discuss themes & conventions in and across a wide range of writing (summarise / synthesise)</p>
<p>I can read & understand a range of homophones <i>e.g. affect, effect or dessert, desert</i></p>	<p>I can identify how language, structure and presentation contribute to meaning (RATA)</p>	<p>I can explain how punctuation, word order & conjunctions shape the meaning & impact of sentences I have read</p>	<p>I can prepare poems & plays to perform, showing understanding through intonation, tone and volume</p>

Word Reading & Comprehension

Comprehension

Discuss, Explain, Evaluate

Attitudes to Reading