Reading Statements –	
Word reading – to be assessed in Guided Reading sessions	
Can read a range of level-appropriate texts fluently and accurately.	
Can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.	
Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	
Apply knowledge of root words pre/suffixes to read aloud and to ascertain the meaning of unknown words	
Ask questions to improve understanding of a text	
Range – age appropriate F and NF from a variety of origins and traditions	
Can talk about a wide range of books (e.g. fiction, poetry, plays, non fiction and reference books) and listen to others, in order to share book recommendations and widen understanding of the world.	
In most level-appropriate texts, can discuss how and why the text affects the reader and refer back to the text to back up point of view.	
Can discuss the work of some established authors and know what is special about their work.	
Can justify preferences in terms of authors' styles and themes.	
Can make connections with prior knowledge and experience.	
Comprehension – 2a give / explain the **meaning of words in context**	
Can clarify the meanings of ambitious words and/or phrases in context (appropriate levelled book).	
Comprehension - 2b **retrieve and record information** / identify key details from fiction and non-fiction	
Can skim and scan to identify key ideas in the text.	
Can use knowledge of text structure to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph/chapter in fiction).	
Can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes.	
Comprehension – 2c summarise main ideas / themes	
Can summarise what they have read, drawing ideas from more than one paragraph.	
Can refer to the text: to support opinions and elaborate; sum up what you find/discuss/think about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences.	
Can understand and explain different characters' points of view.	
Comprehension – 2d – make inferences from the text / explain and justify inferences with evidence from the text	
Can read between the lines, using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way they act.	
Can quote directly from the text to answer questions.	
Can infer meaning, using evidence from the text and wider experiences.	
Can infer and deduce meaning based on evidence drawn from different points in the text.	
Can discuss messages, moods, feelings and attitudes using the clues from the text using inf. and ded. skills.	
Can talk about how a character could be seen in different ways, depending on how the author chooses to portray them.	
Comprehension – 2e predict what might happen from details stated and implied	
Can predict what might happen from details stated and deduced information.	
Comprehension – 2f identify / explain how information / narrative content is related and contributes to the meaning as a whole	
Can compare and talk about the structures and features of a range of non-fiction texts (e.g. explanation, persuasion and journalistic)	
Can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuation).	
Can identify and discuss the various features of fiction genres (e.g. science fiction, adventure, mystery etc.).	
Can compare the structure of different stories to discover how they differ in pace, build-up, sequence, complication and resolution.	
Can recognise the different text features within a variety of mixed-genre texts.	
Can identify the point of view from which a story is told and how this affects the reader's response (e.g. author's bias).	
Can identify relationships between characters, explain the effects this has on the reader (e.g. how characters behave in different ways as they interact with different people and/or different settings).	
Comprehension – 2g identify / explain how meaning is enhanced through **choice of words and phrases**	
Can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs).	
Can talk about the author's choice of language and its effect on the reader in non-fiction texts (e.g. 'foul felon' in a newspaper report about a burglary).	
Can discuss how an author builds a character through dialogue, action, and description.	
Can understand that figurative language creates images.	
Comprehension – 2h make comparisons within the text	
Can explore alternatives that could have occurred (e.g. a different ending), referring to text for justification.	
Oral retelling and performance	
Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
/37 statements	/37 statements	/37 statements	/37 statements	/37 statements	/37 statements