



2a Give / Explain the meaning of words in context:	
1. I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	
2. I can read further exception words, noting the unusual correspondences between spelling and sound.	
3. I can use meaning-seeking strategies to explore the meaning of words in context.	
4. I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language.	
2b Retrieve and record information / identify key details from fiction and non-fiction:	
5. I can use my knowledge of structure of text type to find key information.	
6. I can use text marking to identify key information in a text.	
7. I can identify the author's viewpoint of a text.	
2c Summarise main ideas from more than one paragraph:	
8. I can identify significant themes, ideas, events and characters; and discuss their significance.	
9. I can summarise the main ideas drawn from a text.	
10. I can identify how language, structure and presentation contribute to the meaning of a text.	
11. I know the features of different narrative text types, for example, adventure, fantasy, myths.	
12. I can identify features of a non-fiction text.	
2d Make inferences from the text / explain and justify inferences with evidence from the text:	
13. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions.	
14. I can justify inferences with evidence from the text.	
15. I know the difference between fact and opinion.	
16. I can explain the authors' viewpoint.	
17. I can express opinions about a text, using evidence from the text, giving reasons and explanations. (Point, evidence, explanation)	
18. I can empathise with different characters' points of view.	
GDS 1. I can infer meaning using evidence from the text, supported by wider reading and personal experience.	
2e Predict what might happen from details stated and implied:	
19. I can make predictions from details stated, using PEE to explain.	
GDS 2. I can adapt my own opinion in the light of further reading or others' ideas.	

2f Identify / explain how information / narrative content is related and contributes to meaning as a whole:	
20. I can identify the effect of the context on a text; for example, historical context or other cultures.	
2g Identify / explain how meaning is enhanced through choice of words and phrases:	
21. I can identify and comment on a writer's use of language for effect. For example, precisely chosen adjectives, similes and personification.	
22. I can identify grammatical features used by the writer (<i>rhetorical questions, varied sentence lengths, varied sentence starters, empty words</i>).	
23. I can explain the impact of grammatical features used by the writer on the reader (e.g. <i>rhetorical questions, varied sentence lengths, varied sentence starters, empty words</i>)	
24. I can identify formal and informal language.	
2h Make comparisons within a text:	
25. I can make connections between other similar texts, prior knowledge and experience.	
26. I can compare different versions of texts and talk about their differences and similarities.	
GDS 3. I can compare texts by the same writer.	
GDS 4. I can compare texts by different writers on the same topic.	