



<b>2a Give / Explain the meaning of words in context;</b>	
1. I can identify figurative language in a text.	
2. I can explain figurative language in a text (eg. what does the word 'spat' suggest about the island)	
3. I can explain the meaning of age-related words in the context of a text.	
4. I can identify and explain synonyms and antonyms within a text.	
5. I can use clues to explain the meaning of unfamiliar words in context.	
<b>2b Retrieve and record information / identify key details from fiction and non-fiction;</b>	
6. I can find information using skimming to establish the main idea.	
7. I can use scanning to find specific information.	
8. I can text mark to make research efficient and fast.	
9. I can retrieve information from a text and represent it visually.	
10. I can present a personal point of view based on what has been read.	
<b>2c Summarise main ideas from more than one paragraph;</b>	
11. I can identify the key points in a text.	
12. I can identify and discuss a range of text types and organisation features.	
13. I can summarise key information from different parts of a text.	
14. I can organise information or evidence appropriately.	
15. I can identify and explain themes in texts.	
<b>GDS 1. I can comment on the development of themes in longer novels.</b>	
<b>2d Make inferences from the text / explain and justify inferences with evidence from the text;</b>	
16. I can explain an opinion, referring to the text to justify it; ( <i>Point, evidence, explanation</i> ).	
17. I can explain and comment on explicit and implicit points of view.	
18. I can distinguish between statements of fact and opinion.	
19. I can recognise the writer's point of view and discuss it.	
<b>GDS 2. I can draw inferences from subtle clues across a complete text.</b>	
<b>GDS 3. I can explain the author's viewpoint in a text and present an alternative point of view.</b>	
<b>GDS 4. I can present a counter argument in response to others' point of view using evidence from the text and explanation.</b>	
<b>2e Predict what might happen from details stated and implied;</b>	
20. I can predict future events using details stated and implied.	
<b>2f Identify / explain how information / narrative content is related and contributes to meaning as a whole;</b>	
21. I can identify how a word or phrase impacts on the meaning as a whole.	

GDS 5. I can recognise the social, historical and cultural impact on the themes in a text.	
<b>2g Identify / explain how meaning is enhanced through choice of words and phrases;</b>	
22. I can <b>identify</b> and comment on the writer's choice of vocabulary, giving examples and explanation.	
23. I can <b>explain</b> why an author has chosen a particular word.	
24. I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.	
25. I can show awareness of the writer's craft by commenting on use of language, grammatical features and structure of texts.	
GDS 6. I can evaluate the styles of different writers with evidence and explanation.	
GDS 7. I can evaluate the impact of the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes.	
GDS 8. I can identify how writers manipulate grammatical features for effect.	
GDS 9. I can analyse why writers make specific vocabulary choices.	
<b>2h Make comparisons within a text.</b>	
26. I can recognise texts that contain features from more than one text type.	
27. I can make connections between other similar texts, prior knowledge and experience and explain the links.	
GDS 10. I can read several texts on the same topic to find and compare information.	
GDS 11. I can compare and contrast the styles of different writers with evidence and explanation.	
GDS 12. I can compare and contrast the language used in two different texts.	