Name _____   **Class** _____

Band 4 - English Reading
Comprehension

b ⟩ b+ ⟩ w ⟩ w+ ⟩ s ⟩ s+

☐ **Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**
I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

☐ Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.
I can show that I enjoy reading by reading lots of different types of books and for different reasons.

☐ **Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.**
I can use a dictionary to check the meaning of words.

☐ Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.
I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.

☐ Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.
I can discuss words and phrases that excite me in the books that I read.

☐ Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.
I can discuss different types of poetry e.g. free verse and narrative poetry.

☐ **Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.**
I can check what I have read, and that I have understood it, by telling someone else what has happened.

☐ Understand what he/she reads by asking questions to improve his/her understanding of texts of increasing complexity.
I can ask questions about what I have read to help me understand a complicated text.

☐ **Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.**
I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.

☐ **Understand what he/she reads by predicting what might happen from details stated and implied.**
I can predict what will happen in a text, using details I have already read to help me.

☐ **Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.**
I can summarise what has happened in a text, using themes from paragraphs to help me.

☐ Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.
I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning.

☐ **Retrieve and record information from non-fiction over a wide range of subjects.**
I can find and record information from non-fiction texts over a wide range of subjects.

☐ Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.
I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others.

Target Tracker