

## Word Reading

I can read aloud and understand the meaning of the words on the Year 5/6 list.



## Comprehension

I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.



**I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions.**



I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing.



I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.



I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.



**I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.**



I can understand how language, structure and presentation contribute to the meaning of a text.



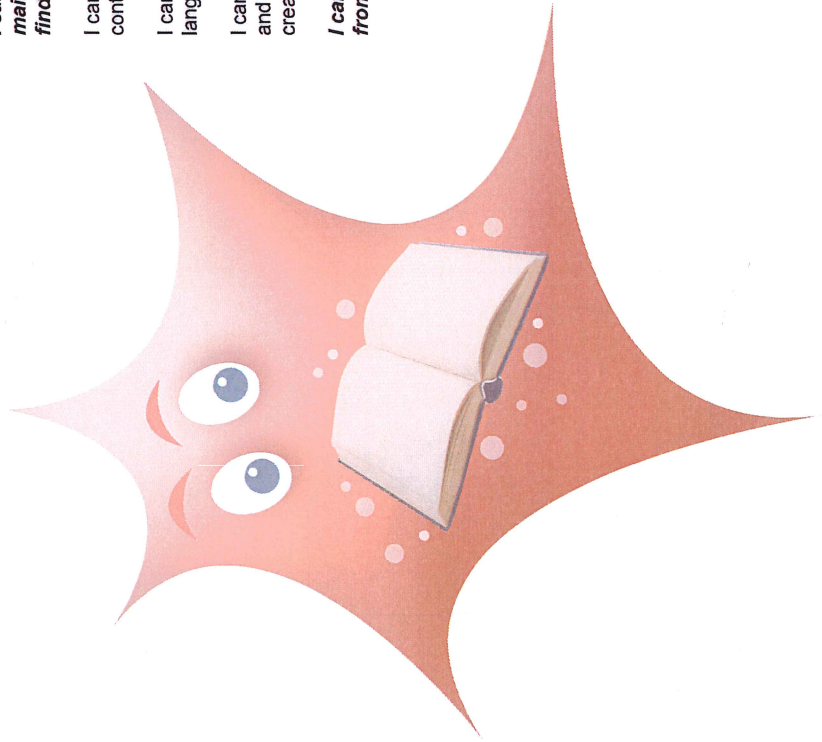
I can talk about how authors use language, including figurative language, and the impact it has on the reader.



I can show my understanding of texts and poems in presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.



**I can fully explain my views with reasons and evidence from the text.**



## Spoken Language

I can ask specific reasoned questions to improve my understanding.



**I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.**



I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.



I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.

