



My Reading Goals

Name: _____

Teacher
Assessment

Word Reading	1. I can read, use and apply my knowledge of suffixes -ate, -ise, -ify, -fer, -cious, -ious, -ant, -ance/-ancy, -ent, -ence/-ency. -able, -ible -ably and -ibly to understand the meaning of new words I meet.								
	2. I can work out the pronunciation of homophones using the context of a sentence.								
Comprehension develop pleasure in reading, motivation to read, vocabulary and understanding	3. I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.								
	4. I can identify and discuss themes and conventions in a wide range of texts.								
	5. I am increasing my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and books from other cultures.								
	6. I can recognise that texts are structured in different ways and for a range of purposes.								
	7. I can use language features of a range of non-fiction text types to support understanding.								
	8. I can discuss words and phrases, explaining why the author chose to use them and the effect they have on the reader.								
	9. I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.								
	10. I am learning a wider range of poetry by heart.								
	11. I can identify and describe the styles of individual writers and poets.								
	12. I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose.								
	13. I can recommend books I have read to my peers.								
	14. I can make comparisons within books.								
	15. I can maintain fluency and accuracy when reading complex sentences, with subordinate clauses.								
Comprehension understand both the books that they can already read accurately and fluently and those that they listen to	16. I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.								
	17. I can summarise the main ideas drawn from more than one paragraph.								
	18. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify those inferences with evidence.								
	19. I can discuss moods, feelings and attitudes using inference								
	20. I can talk about the author's techniques for describing characters, settings and actions.								
	21. I can ask questions to improve my understanding of a text.								
	22. I can predict what might happen based on what I have read so far and what can be implied.								
	23. I can participate in discussions about books, poems and other works that are read to me and those that I have read for myself, and can build on others' ideas.								
	24. I can retrieve and record information from non-fiction texts and am beginning to be able to present it appropriately.								
	25. I can identify how language, structure, and presentation contribute to the meaning of a text.								
	26. I am can discuss and evaluate how authors use language, including figurative language.								
	27. I can explain and discuss my understanding of what I have read, including through formal presentations, maintaining a focus on the topic and using notes where necessary.								
	28. I am beginning to provide reasoned justifications for my views.								
	29. I can respond to more sophisticated punctuation.								
	30. I can recognise different points of view								
	31. I understand that texts reflect the time and culture in which they were written.								

