My Reading Goals
Name: _____

			Teacher Assessment						
Word Reading		1. I can read, use and apply my knowledge of root words, prefixes and suffixes to understand the meaning of new words I meet.							
		2. I can use knowledge of morphology and etymology to read aloud and understand new words.							
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 discuss words and phrases explaining why the author chose to use them and the effects they have on the reader.							
		5. I can identify and discuss themes and conventions in and across a wider range of writing.							
		6. I am increasing my familiarity with a wide range of books, including myths, legends, traditional stories, modern fiction, fiction from my literary heritage, and books from other cultures and traditions.							
		7. I can recognise that texts are structured in different ways and for a range of purposes.							
		8. I can recognise texts that contain features of more than one text type *e.g. persuasive letter*							
		9. I can use conjunctions as signposts to indicate a change of tone.							
		10. I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience.							
		11. I am learning a wider range of poetry by heart.							
		12. I can identify and describe the key characteristics about a writer's or a poet's style							
		13. I can identify different character types across a range of texts							
		14. I can recommend books that I have read to my peers, giving reasons for my choices.							
		15. I can make comparisons within and across books.							
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, identifying key details that support the main ideas.							
		18. I can prepare for factual research, considering what is known already							
		19. I can draw inferences about characters' feelings, thoughts and motives from their actions, and justify these inferences with evidence.							
		20. I can respond critically to issues raised in stories, locating evidence in text, and explore alternative courses of action and evaluate the author's solution							
		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, building on my own and others' ideas, challenging views courteously.							
		24. I can retrieve, record and present information from non-fiction texts.							
		25. I can identify how language, structure, and presentation contribute to the meaning of a text.							
		26. I can discuss and evaluate how authors use language, including how figurative language impacts upon the reader.							
		27. I can distinguish between statements of fact and opinion.							
		28. I am beginning to evaluate texts by comparing how different sources treat the same information							
		29. I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.							
		30. I can provide reasoned justifications for my views.							
		31. I can identify and comment on explicit and implicit points of view							
		32. I understand that texts reflect the time and culture in which they were written.							