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| **Curriculum Statement** | **Step 6 Exploring** | **Step 6 Achieving** | **Step 6 Exceeding** | **Step 7 Exploring** | **Step 7 Achieving** | **Step 7 Exceeding** |
| Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  Provided reasoned justification for their views | I can explain my views giving some reasons from the text. | I can explain my views giving reasons from the text. | I can confidently explain my views giving key reasons from the text. | I can express my preferences about some authors and genres developed through my own reading. | I can express my preferences about authors and genres developed through my own reading. | I can confidently express my preferences about a range of authors and genres developed through my own reading. |
| Understand what they read, in books they can read independently, by: asking questions to improve their understanding of a text | I can sometimes self-evaluate my own understanding of stories, for instance, making comparisons with other texts. | I can usually self-evaluate my own understanding of stories, for instance, making comparisons with other texts. | I can often self-evaluate my own understanding of stories, for instance, making comparisons with other texts. | I can sometimes self-evaluate my own understanding of stories, for instance, making comparisons within the text. | I can usually self-evaluate my own understanding of stories, for instance, making comparisons within the text. | I can often self-evaluate my own understanding of stories, for instance, making comparisons within the text. |
| Understand what they read, in books they can read independently, by: predicting what might happen from details stated and implied | I can sometimes use key details from the text to support my views when I am predicting what I think will happen. | I can usually use key details from the text to support my views when I am predicting what I think will happen. | I can often use key details from the text to support my views when I am predicting what I think will happen. | I can sometimes provide a reasoned explanation from the text when I am predicting what I think will happen. | I can usually provide a reasoned explanation from the text when I am predicting what I think will happen. | I can often provide a reasoned explanation from the text when I am predicting what I think will happen. |
| Understand what they read by: drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justifying inferences with evidence | I can sometimes infer when I’m reading a story, using evidence from the text to support my ideas. | I can usually infer when I’m reading a story, using evidence from the text to support my ideas. | I can confidently infer when I’m reading a story, using evidence from the text to support my ideas. | I often use evidence from the text to support my views when I am inferring. | I routinely use evidence from the text to support my views when I am inferring. | I thoughtfully use evidence from the text to support my views when I am inferring. |
| Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books | I can make some comparisons between texts. | I can make comparisons between texts. | I can confidently make comparisons between texts, explaining the links. |  |  |  |
| Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader  Understand what they read by: identifying how language, structure and presentation contribute to meaning | I can sometimes discuss the language an author has used and its effect on the reader. | I can usually discuss the language an author has used and its effect on the reader. | I can often discuss the language an author has used and its effect on the reader. | I can usually discuss figurative language an author has used and its effect on the reader. | I can usually discuss figurative language an author has used and its effect on the reader. | I can usually discuss figurative language an author has used and its effect on the reader. |
| Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context | I can discuss simple examples of how the context can change the meaning of words. | I can discuss how the context can change the meaning of words. | I can confidently discuss how the context can change the meaning of words and the effect this can have on the meaning of the text. |  |  |  |
| Understand what they read by: summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas | I can use some key words from the text when I am summarising the main ideas of paragraphs/sections. | I can use key words from the text when I am summarising the main ideas of paragraphs/sections. | I can confidently use key words from the text when I am summarising the main ideas of paragraphs/sections in my own words. | I can summarise the main ideas of paragraphs/sections. | I can summarise the main ideas of paragraphs/sections succinctly. | I can summarise the main ideas of paragraphs/sections succinctly in my own words. |
| Distinguish between statements of fact and opinion | I can sometimes identify if a statement is fact or opinion. | I can usually identify if a statement is fact or opinion. | I can often identify if a statement is fact or opinion. | I can, with help, explain and discuss information I have found in a text. | I can explain and discuss information I have found in a text. | I can maintain a focus on the topic when explaining and discussing information I have found in a text. |
| Maintain positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions  Maintain positive attitudes to reading and understanding of what they read by: identifying and discussing themes and conventions in and across a wide range of writing. | I can identify and name some different genres of writing. | I can identify and name different genres of writing. | I can identify and name a range of different genres of writing. | I can talk about some key themes found in different genres of writing. | I can talk about key themes found in different genres of writing. | I can confidently talk about a range of key themes found in different genres of writing, making links between these. |
| Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices  Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously | I can take part in discussions about books, and I am starting to politely challenge the views of others. | I can take part in discussions about books, and I can politely challenge the views of others. | I can take part in discussions about books, exchanging opposing views. | I can take part in discussions about books, and I am starting to use differences in opinions to build my own views. | I can take part in discussions about books, and use differences in opinions to build my own views. | I can take part in discussions about books, and use differences in opinions to build my own and other people’s views. |
| Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary | I can explain and discuss my understanding of what I have read through presentations. | I can explain and discuss my understanding of what I have read through debates. | I can confidently explain and discuss my understanding of what I have read through presentations and debates. | I can explain in detail my understanding of what I have read through presentations and debates. | I can explain in detail my understanding of what I have read through presentations and debates, preparing for opposing views. | I can confidently explain in detail my understanding of what I have read through presentations and debates, responding to opposing views. |
| Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart | I can recite some different poems. | I can recite a range of different poems. | I can confidently recite a number of different poems. |  |  |  |
| Maintain positive attitudes to reading and understanding of what they read by: preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience | I can perform poems and play scripts using some variations in tone, volume and intonation to improve my performance. | I can perform poems and play scripts varying tone, volume and intonation to improve my performance. | I can perform poems and play scripts varying tone, volume and intonation with imagination and creativity to improve my performance. | I can use tone, volume and intonation to gain and maintain the audience’s attention sometimes when I am performing poems and play scripts. | I can use tone, volume and intonation to gain and maintain the audience’s attention when I am performing poems and play scripts. | I can use tone, volume and intonation with imagination and creativity to gain and maintain the audience’s attention when I am performing poems and play scripts. |