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| **Reading Step 4 exp** | **Reading Step 4 a** | **Reading Step 4 exc** |
| I can read some Keevil Step 4 tricky words |  | I can read most Keevil Step 4 tricky words |  | I can read all Keevil Step 4 tricky words |  |
| I can talk about two different meanings that a word can have. |  | I can talk about how words can have different meanings. |  | I can confidently talk about how words can have different meanings, and explain how you know which the meaning in a text is. |  |
| I can, with help, read and join in discussions about a range of longer texts, expressing what I like. |  | I can read and join in discussions about a range of longer texts, expressing what I think and like. |  | I can confidently read and join in discussions about a range of longer texts, expressing what I think and like, explaining my thoughts. |  |
| I can, with help, retell some age appropriate stories. |  | I can independently retell lots of age appropriate stories. |  | I can confidently retell many age appropriate stories. |  |
| I can, with help, spot and talk about key themes in a story. |  | I can spot and talk about key themes in a story. |  | I can confidently spot and talk about key themes in a story, and relate these to other stories. |  |
| I can sometimes self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation. |  | I can usually self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation.  |  | I can often self-evaluate my own understanding of stories, for instance, reflecting on how a character might react in a different situation. |  |
| I can sometimes make simple inferences (work out what is happening without it actually being written in the text) when I’m reading a story. |  | I can usually make simple inferences (work out what is happening without it actually being written in the text) when I’m reading a story. |  | I can often make simple inferences (work out what is happening without it actually being written in the text) when I’m reading a story. |  |
| I can sometimes make simple predictions of what will happen next (using clues in the text). |  | I can usually make simple predictions of what will happen next (using clues in the text). |  | I can often make simple predictions of what will happen next (using clues in the text). |  |
| I can find words and phrases in a text that capture my imagination. |  | I can find words and phrases in a text that capture my imagination and explain why. |  | I can find words and phrases in a text that capture my imagination and explain their effect for the reader. |  |
| I can, with help, find some simple facts from a non-fiction text. |  | I can find some simple facts from a non-fiction text. |  | I can find simple facts from a non-fiction text. |  |
| I can perform poems and play scripts with some expression and intonation. |  | I can perform poems and play scripts with expression and intonation. |  | I can perform poems and play scripts using my imagination to help me use expression and intonation creatively. |  |
| I can spot some different types of poetry. |  | I can spot different types of poetry. |  | I can confidently spot a range of different types of poetry. |  |