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<th>Decoding</th>
<th>Comprehension</th>
<th>Inference</th>
<th>Language Features</th>
<th>Personal Responses</th>
<th>Wider Reading</th>
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</thead>
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<tr>
<td>C7 I can discuss how the structural choices support the writer’s theme and purpose. Do the events happen in order? If not, why not? Why is there a long character description at the beginning?</td>
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<td>C8 I can uncover different layers of meaning. Is this story similar with something else? Is there a hidden meaning?</td>
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<td>R8 I can identify the writer’s viewpoint and explain the effect on the reader. What makes this story a morality tale? What is the writer trying to make us think?</td>
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<td>C9 I can extract and evaluate relevant information from more complex texts.</td>
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<td>C10 I can verbalise adverbial phrases as signposts to indicate a change in tone. On the darker side of the mountain…</td>
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<td>D1 I can read age-appropriate books with confidence and fluency (including whole novels). Including: novels, stories, plays, poetry, non-fiction and text books.</td>
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<td>D2 I can read aloud with intonation that shows understanding.</td>
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<td>D3 I can work out the meaning of words from the context. Find an unfamiliar technical word. Consider how it is used in this sentence. What do you think it means? Now that you have read a section, do you understand why (a character) acted in the way they did?</td>
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<td>D4 I can use my knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words that I meet.</td>
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<td>D5 I can cope with different features of language such as abbreviations, colloquialisms, dialect and specialist vocabulary. Hard cheese, buster, donkey…</td>
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<td>D6 I can use knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words that I meet.</td>
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<td>D7 I can recognise texts that contain features of more than one text type. Is this persuasive or instructive? Is this an adventure or a romance? What are the typical features of a thriller? C3 I can distinguish between statements of fact and opinion. Is it true/false that…? It might sound like a hard fact but is it? Which words tell you it may not be a complete truth. What words tell you that it’s an opinion/fact? C2 I can retrieve information from non-fiction. What evidence do you have to prove this? Find me three facts about… Where would you look for information on…? How could you use the contents/index/glossary to help? C1 I can summarise main ideas, identifying key details and using quotations for illustration. What is the main idea in each paragraph? Which idea is the most important? What happened over the last three pages? You have twenty words. Sum up this paragraph. Make a table/chart to show the information in these paragraphs.</td>
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<td>D8 I can use PEE (Point, Evidence, Explain) to support predictions and inferences. What makes you think that…? RD4 I can identify and comment on explicit and implicit points of view. Is the writer biased? What do you think the writer thinks? Do you think they are trying to persuade us? What words/phrases make you think that? RD3 I can use detailed knowledge of text types to make reasoned predictions and opinions. Usually, what happens in this sort of genre? Do you think there will be any hurdles to overcome before the finish? RD2 I can explain and discuss my understanding of what I have read, drawing inferences and justifying these with evidence. What do you think might happen to the main character and how will they feel about this? What makes you think this? Who would you like to meet in the story?</td>
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<td>D10 I can identify different character types across a range of texts. What sort of character is this: the urchin, the villain, the despot…</td>
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<td>D11 I can make comparisons within and across books. How do these books deal with the same theme? Do the approaches of the author differ? What can you say about the viewpoint of the author?</td>
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<td>L1 I can compare and contrast the styles of individual writers and poets providing examples. Do you know any similar Ted Hughes poems? L2 I can ask questions to improve my understanding of a text. What is the theme of this book? How does the author use language features. What effect does using this word have on the story? How does the writer use language to make the poem mimetic? How does personification lift the poem beyond simply describing an eagle? By writing this line differently, what has the writer created? What other phrases could the writer have used? How does this phrase make you feel? Why does the author compare x to y? Why has this metaphor been used? Why does the author never tell us explicitly what they are writing about? L3 I can comment on and explain the writer’s use of language features. What effect does using this word have on the story? How does the writer use language to make the poem mimetic? How does personification lift the poem beyond simply describing an eagle? By writing this line differently, what has the writer created? What other phrases could the writer have used? How does this phrase make you feel? Why does the author compare x to y? Why has this metaphor been used? Why does the author never tell us explicitly what they are writing about? L4 I can identify and discuss themes and conventions in and across a wide range of writing. The three stories in this anthology have what in common? Where else would you find this sort of story structure? R4 I can identify and describe the key characteristics about a writer’s or a poet’s style. Is it about Lewis Carroll and his characters? Does the author’s viewpoint come over more strongly? R3 I can comment critically on the overall impact of poetry or prose, with reference to the text. Do the red herrings in ‘Hound of the Baskervilles’ frustrate, tantalise or disrupt the text? R2 I can respond critically to issues raised in stories, locating evidence in the text, and explore alternative courses of action and evaluate the author’s solutions. Where the story be stronger had the character taken a different course of action? Is the author’s solution satisfying? R1 I can ask questions to improve my understanding of a text. If you could ask the author a question about the text, what would it be? Can you create a quiz about the text for your class? Is there a section of the text you don’t understand? Could you ask a partner for their thoughts?</td>
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<td>L5 I can analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations. Why do you like RL Stine so much? Is this story similar with something else? Is there a hidden meaning? R7 I can articulate personal responses to literature, identifying how and why the texts affect the reader due to author intent. Why do you like RL Stine so much? (Cliff-hanger endings, use of suspense…)</td>
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<td>L6 I can retrieve information from more complex texts. Do you think that? RD6 I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes. How does the writer create atmosphere? • What is the Flies disappointing? Why does the author use a deus ex machina? You might not like it but is it arguably effective? R6 I can show a confident awareness of the effect of the text, with explanation using my own experiences. Does your personal experience impact on your view about (a subject)? Why might someone else’s view be different from your own?</td>
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<td>R9 I can explain the impact of the context on the text.</td>
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<td>B10 Through formal presentations and debates, I can explain and discuss my understanding of a text. Can you research this topic/ theme independently? How might you structure your research? How could you present your findings to the group? What sort of presentation techniques would keep your audience engaged?</td>
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