**Lime Books**

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| I can read with confidence, expression and intonation. |  |
| I can discuss in depth about the stories I read. I can explain the main events and why they were important to the story. |  |
| I can answer questions about a book where I need to make links between different parts of the story and different characters using what I already know. |  |
| I can retell a range of well-known stories and less familiar using some added description. |  |
| I understand cause and effect in stories and non- fiction texts and can give examples with reasons. |  |
| I can use the features of a non-fiction text to find specific information and give explanations. |  |
| I can check that I am reading accurately and correct myself if I make a mistake. I listen to my reading brain and ask if it sounds right! I do this with confidence. I can listen to other children read. |  |
| I can make links between information and events in stories and discuss why they are important. I can link them to other stories with similar plot/characters/settings. |  |
| I can explain why characters did something. I can explain how characters are feeling and give reasons for this (inference). |  |
| I can make predictions about the story based on what has happened so far and justify this with reasons. |  |
| I can understand how characters are feeling and why they act in certain ways linked to events that have taken place. |  |
| I can give my opinion about a text and explain my reasons. |  |
| I can recite 5 poems by heart using intonation and expression. |  |
| I can spot interesting vocabulary and work out the meaning. I can think why the author chose that word instead of others. |  |
| I can find examples of alliteration, similes and onomatopoeia. |  |
| I can find and explain my favourite words. I can suggest suitable alternatives. |  |
| I can make a guess about what new words may mean using the context to help me. |  |
| I can give my thoughts and opinions about a text I have read and discuss how I would feel if I were in a character’s place. |  |
| I can explain if a title is a good choice for the text and suggest alternatives. |  |
| I can use the features of a non-fiction text to help me read. |  |