**Dark Blue Books**

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| I can summarise main ideas drawn from more than one paragraph, and with support identify at least one key detail that supports main ideas. |  |
| I can retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with sufficient detail. |  |
| I can retrieve information from fiction or non-fiction, identifying key ideas and, with support, record and present it. |  |
| I can answer questions about similarities and differences between two chapters of a book. |  |
| I can select and sort information from a range of sources and, with minimal support, record this information. |  |
| I can accurately track meaning of the text during reading, self-correcting automatically where necessary as part of the reading process. I understand and can explain the meaning of an unfamiliar word in context. |  |
| I can draw inferences such as characters’ feelings, thoughts and motives from their actions, and with support, can justify inferences, including some that are less obvious in the text. |  |
| I distinguish between statements of fact and opinion when both are included in a text.  |  |
| I can identify the character from whose point of view the story is told, and can identify that character’s feelings, thoughts and motives from their actions, often justifying these with evidence. |  |
| I can make more detailed predictions drawing on details from the text, with some prompting if necessary. |  |
| I can predict what might happen to a character using evidence implied by other characters’ reactions and viewpoints. |  |
| I can review a book I have read, explaining why I would or would not recommend the book to others. |  |
| I can recommend books to peers, usually giving clear reasons for my choices. |  |
| I can work in a teacher-led group to prepare poems and play scripts to read aloud, planning appropriate intonation, tone and volume so that the meaning is clear to an audience. |  |
| I can present information I have found out from a book or other source, maintaining a focus on the topic. |  |
| I can, with support, discuss how authors use language, including similes, considering the impact on the reader. |  |
| I can, with support, discuss how the author’s style affects the reader’s understanding of the text, where this is straightforward in the text. |  |
| I can independently use a dictionary to quickly check the meaning of a word that is unfamiliar to me, and can then explain the word’s meaning to someone else.  |  |
| I am familiar with and can discuss a wide range of fiction, poetry, plays, non-fiction and reference books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions. |  |
| I can, with minimal support, identify some of the ways in which fiction and non-fiction texts are structured and sometimes identify why the author might have chosen this structure. |  |