**Dark Red Books**

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| I can summarise main ideas drawn from more than one paragraph, and with minimal prompting identify some key details that support the main ideas. |  |
| I can retrieve, record and present straightforward information from fiction and non-fiction for a clear purpose, often without support. |  |
| I can draw inferences such as characters’ feelings, thoughts and motives from their actions, and with minimal support can justify inferences which may sometimes be based on implied details. |  |
| I can answer questions about similarities and differences between two books on a similar topic. |  |
| I can review and recommend books to peers, giving reasons for why I would or would not recommend it to others. |  |
| I can predict what might happen from details based on character and/or setting, identifying the evidence in the text. |  |
| I can begin to be able to compare two different treatments of the same non-fiction topic and give reasoned opinions about which is better and why. |  |
| I can, with support, explain and discuss my understanding of what I have read, including through formal presentations and debates, usually maintaining a focus on the topic and using notes where necessary |  |
| I can discuss and, with support, evaluate how authors use some common types of literary or subject-specific language, considering the impact on the reader. |  |
| I can use a dictionary independently to quickly check the meaning of a word that is unfamiliar to me, and find an alternative word or phrase with a similar meaning (using a thesaurus if necessary). |  |
| I can identify and discuss themes and conventions in and across two related books they have read (comparing heroines for example). |  |
| I can read for a range of purposes, including some more sophisticated or formal texts not primarily intended for children. |  |
| I can identify how structure and presentation contribute to meaning in an increasing range of text types. For example, explain that diaries and autobiographies are written in the first person and that this helps the reader to understand that it is the narrator’s point of view. |  |
| I can make more detailed predictions drawing on details from the text, with some prompting if necessary. |  |