Leaping Literacy

Word Reading

Decoding

I can use knowledge of root words, suffixes and prefixes to read and understand new words.

I can read aloud fluently and confidently,

I can read aloud to the punctuation.

I can use the context of sentences to help me to read unfamiliar words.

Comprehension

Range of reading

I can identify and write about the features of different text types.

I can retell and write about a range of stories that I am familiar with.

I can listen to, discuss and write about a wide range of fiction, poetry, plays, non-fiction and preference books or textbooks.

I can read, perform and write about a range of different forms of poems shape, calligarms, narrative

Familiarity with texts

I can use alphabetically ordered texts to find information.

I can use a range of organisational features to locate information such as, labels, diagrams and charts.

Word Meaning

I can comment and write about on the choice of language to create moods and build tension, for example, crept makes you know he was quiet, but also that he was going slowly because he did not want to be caught.

I can discuss and write words and phrases that capture the reader's interest and imagination.

I can make, respond and write contributions in a variety of group situations e.g. learning partners, groups, whole class

I can discuss, explain and write about the meaning of words that I have read in my book.

I can use a dictionary to check the meaning of words I have read.

Understanding

I can prepare for research by identifying what I already know about the subject and writing key questions to structure the task (find answers)

I can check that the text makes sense. I can self-correct if it does not make sense.

I can start to make and write about simple connections between books by the same author e.g. Dick King Smith often wrote books about animals.

I can evaluate verbally and write about specific texts with reference to text types.

I can begin to identify and comment verbally and in written form on the different points of view in the text.

I understand what the writer might be thinking, for example, 'he thinks they are being mean.'

I can identify and write about the main ideas drawn from **more than** one paragraph and summarise these.

I can identify how language and structure contribute to meaning.

Inference

I can justify inferences with evidence from the text verbally and in written form

I can ask and write questions to improve my understanding of my book

I can empathise with a character, inferring on characters thoughts and feelings justifying with **some** evidence both verbally and in written form.

Poetry & Performance

I can read and perform a range of poems.

I can read aloud using intonation, tone and volume.

Prediction

I can justify predictions with evidence from the text both verbally and in written form

I can justify my response to the text by using the point and evidence prompts (written)

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	
Highlight in pink		Highlight in orange			