



# Leaping Literacy

## Word Reading

<b>Decoding</b>	I can recognise and understand an even greater variety of suffixes and prefixes e.g. in-, ir-, sub-, inter-, super-, anti-, auto-, -ation, -tion, -ssion, -cian, -sion
	I can read, on sight, all the words from 3/4 spelling list.
	I can read books that are appropriate for my age and interest level.
	I can use my knowledge of root words to understand the meaning of words.

## Comprehension

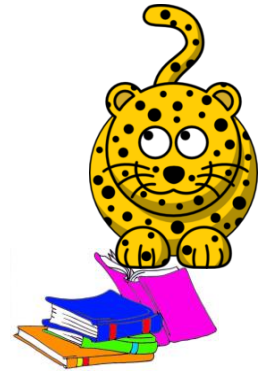
<b>Range of reading</b>	I can identify features of different fiction genres verbally and in written form
	I can read books that are structured in different ways and read for a range of purposes
	<u>I can listen to, discuss and write about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</u>
<b>Familiarity with texts</b>	I can identify and write about themes and conventions in a wide range of books.
	I can read a variety of books for enjoyment.
	<u>I can use dictionaries independently to check the meaning of words that I have read.</u>
<b>Word Meaning</b>	I know how suspense is built up in a story, including the development of the plot both verbally and in written form.
	I can recognise the use and effect of patterned language in text both verbally and in written form.
	<u>I can discuss, explain and write about the meaning of key vocabulary within the context of the text</u>

<b>Understanding</b>	<u>I can locate information using skimming, scanning and text marking including dates, numbers and names.</u>
	I can check that the text makes sense. I can self-correct if it does not make sense.
	<u>I can demonstrate active reading strategies e.g. generating questions, finding answers, refining answers, refining thinking, modifying questions, constructing images.</u>
	I can make simple comments both verbally and in written form on how the readers or writers context makes a difference to the social, cultural or historical setting/ example- the island sounds really dangerous to us because we have not heard of these creatures.
	I can make connections verbally and in written form between books by the same author, example, Michael Morpurgo often starts his stories in the present but then goes back in time.
	<u>I can navigate texts e.g using contents and index pages, in order to locate and retrieve information in print and on screen.</u>
	I understand how the author wants the reader to respond both verbally and in written form.
	<u>I can identify the main ideas drawn from one paragraph and summarise these e.g. the character is evil because . . .1/2/3 reasons verbally and in written form</u>
	I can identify how language, structure and presentation contribute to meaning.
	<b>Inference</b>
I can ask and write questions to improve my understanding of my book.	
I can find, comment and write about examples of how authors express different moods, feelings and attitudes.	
<u>I can empathise with a character, inferring on characters thoughts, feelings, motives from their actions and justify with secure evidence. (Point and evidence) verbally and in written form</u>	
I can make predictions with evidence from the text and with knowledge of the wider reading verbally and in written form.	

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

# Leaping Literacy

Poetry & Performance	I can recognise some different forms of poetry.
	I can perform a range of poems to an audience, through the use of tone and expression. <u>I can use punctuation to determine intonation and expression when reading aloud to a range of audiences.</u>



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