Year 3 Age-related Expectations (ARE)

Spoken Language

I can listen to the ideas of others and share my own thoughts.

I enjoy listening to and performing poems and plays.

I can listen to and discuss a widening range of fiction, poetry, plays, non-fiction and text books.

Word-reading

I can read half of the year 3/4 common exception words.

I am beginning to apply my understanding of root words, prefixes and suffixes when reading words out loud and I can sometimes understand their meaning including:
dis-, mis-, il-, im-, ir-, and –ly

I can read books that are structured in different ways.

Comprehension

I have a positive attitude to reading.

I can tell you what the book I am reading is about.

I am beginning to use a dictionary to check the meaning of words.

I can check what I have read makes sense and explain what words mean.

I can predict what might happen next, based on clues in what I have read.

I can infer (work out) what a character is feeling by the actions they take and I am beginning to explain how I know.

I can ask questions about a text to help me understand it.

I can read non-fiction texts to find out information on a subject, using the layout to help me e.g. heading, inverted commas, title.

I can tell someone about the main ideas in a paragraph.

Grammar

I can identify the following terms:

word-family, prefix, clause, phrase, direct speech, consonant, vowel, inverted commas, determiner, adverb, preposition, simile

Year 4 Age-related Expectations (ARE)

Spoken Language

I can prepare and perform poems and plays showing their meaning through my intonation, tone, volume and action.

I can ask reasoned questions to inform my understanding of a text.

Word-reading

I can read all year 3/4 common exception words including words that don't follow spelling rules.

I can apply my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-, -ir) and suffixes (including –ation, -ous) when reading words out loud and I can understand their meaning.

Comprehension

I have a positive attitude to reading and can read a variety of books for different purposes.

I can use a dictionary and a thesaurus to check the meaning of words.

I can use non-fiction texts to find out and record information on a wide range of subjects.

I am familiar with a range of texts including, fairy tales, myths and legends and I can retell these orally and I can identify themes and conventions within these texts.

I can recognise different forms of poetry e.g. free verse, narrative.

I can infer a character's thoughts, feelings and motives from their actions and explain my understanding using evidence - by sharing parts from the book that back up my ideas.

I can say how language, structure and presentation all help with meaning in a book e.g. use of pronouns for cohesion, inverted commas for speech, fronted adverbials to open sentences and possessive apostrophes.

I can identify main ideas and themes from more than one paragraph and summarise them.

Grammar

I can identify the following terms:

personal pronoun, possessive pronoun, adverbial, conjunction, personification, infer, inference, style

Year 5 Age-related Expectations (ARE)

Spoken Language

I ask questions to improve my understanding.

I can participate in discussions about books that are read to me and that I have read.

I can prepare poems and plays to read aloud and perform, making their meaning clear to an audience through intonation, tone and volume.

Word-reading

I can use my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words I meet.

Comprehension

I have a positive attitude to reading and understand the content of what I choose to read.

I can discuss an increasingly wide range of texts e.g. fiction, poetry, plays, non-fiction and reference or text books.

I can recommend books I have read to others and give reasons for my choices.

I can explore the meaning of new words in context to help me understand what I am reading.

I can infer characters' feelings, thoughts and motives from their actions.

I can predict what might happen next from details stated in a text.

I can identify how language, structure and presentation contribute to the meaning of a text.

I can discuss how and why authors use language (including figurative language) within a text.

I can tell the difference between statements of fact and opinion.

I can retrieve, record and present information from non-fiction texts.

I can explain and discuss what I have read (using notes where necessary) within a formal presentation or debate.

Grammar

I can identify the following terms:

modal verb, relative pronoun, relative clause, parenthesis, bracket, dash, cohesion, ambiguity, subject, metaphor, imagery, effect

Year 6 Age-related Expectations (ARE)

Spoken Language

I can ask specific questions to improve my understanding.

I can confidently participate in discussions about books; politely challenging the views of others where these are different to my own.

I can learn a wide range of poetry by heart.

I can read aloud and perform with intonation that shows my understanding.

Word-reading

I can work out the meaning of new words from the context in which I read them.

Comprehension

I read age-appropriate books with confidence and fluency (including whole novels).

I read books that are structured in different ways and I read for a range of different purposes e.g. fiction and non-fiction, reading for pleasure or a specific purpose.

I am increasingly familiar with a wide range of different genres of writing e.g. myths, legends, traditional stories, modern fiction, classic novels and books from other cultures and traditions.

I can make comparisons within and across books; e.g. themes, structures, issues, plots, characters.

I can infer characters' feelings, thoughts and motives from their actions; justifying my inferences with evidence from the text.

I can predict and discuss what might happen from details stated and implied in a text.

I can summarise the main ideas of a text (drawn from more than 1 paragraph) identifying key details and quotations that support these.

I can discuss and evaluate how authors use language (including figurative language) and consider the impact this has on the reader.

I can justify my viewpoints about what I have read using evidence to back up my reasoning; including in formal presentations and debate.

Grammar

I can identify the following terms:

subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points, analogy