

WORKING AT THE EXPECTED LEVEL



Date: / / Date: / / Date: / / Date: / / Date: / / Date: / /

I can usually read fluently and am growing more aware of punctuation in longer sentences.

I am beginning to apply my growing knowledge of root words and prefixes to start to read aloud and to understand the meaning of new words I meet.

Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-

I can explore potential meanings of more ambitious vocabulary when read in context.

I can confidently read all KS1 high frequency words on sight and am starting to read most year 3/4 exception words with more confidence.

I can develop a positive attitude to reading and understanding what I have read by:

reading using different sounds and self-checking that it makes sense.

reading a wider range of books and participating in discussions about them.

using appropriate terminology with greater confidence when discussing texts and the plot, characters and settings.

I can understand what I have read, in books I can read independently, by:

predicting what might happen next from details stated.

drawing simple inference related to characters' feelings.

I can label different parts of a text e.g. title, sub-title, diagram, caption, glossary.

*Please note that this is Grammarsaurus' interpretation of the National Curriculum.