Reading	Learning Profile B1	
Bronze	**Silver**	**Gold**

Word Reading ~~and Spelling~~

Bronze	Silver	Gold
▪ I am understand that there is a grapheme/phoneme correspondence, i.e. that letters represent sounds ▪ I am beginning to apply phonic knowledge and skills as the route to decode words ▪ I can read aloud books appropriate to my phonic knowledge and skill~~ss~~. ▪ I can re-read books to build fluency and confidence in word reading~~.~~ ▪ ~~I can select books to read~~. with support ▪ ~~I know the difference between fact and fiction.~~	▪ I can read accurately by blending sounds in familiar words containing graphemes that I have been taught ▪ I understand that some graphemes have alternative sounds ▪ I can read contractions of a single syllable e.g. I'm, we'll ▪ I can read and build compound words (e.g. bedroom) ▪ I can read books appropriate to my phonic knowledge and skills~~.~~ ▪ I can re-read books to build fluency and confidence in word reading~~.~~ ▪ ~~I can read and build compound words (e.g. bedroom).~~ ▪ I can ~~select~~ choose from a small selection appropriate books ~~for personal reading~~to read~~.~~	▪ I can read accurately by blending sounds in unfamiliar words containing graphemes that I have been taught ▪ I am beginning to read some common exception words ▪ I can read words of more than one syllable by segmenting and blending familiar sounds ▪ I can read contractions of a single syllable e.g. I'm, we'll. I understand that the apostrophe represents the omitted letter(s) ▪ ~~I can read books appropriate to my phonic knowledge and skills.~~ ▪ ~~I can re-read books to build fluency and confidence in word reading.~~ ▪ ~~I can read words of more than one syllable by segmenting and blending familiar sounds out loud.~~ ▪ ~~I can read contractions of a single syllable e.g. I'm, we'll.~~ ▪ I can read and sort words with the prefix 'un'. ▪ I can choose from a small selection ~~select~~ books for ~~personal~~ reading and give reasons for my choice~~.~~

Comprehension

Learning Profile B1

Reading

Bronze	Silver	Gold
- I can listen to a wide range of stories with support - I can listen to a wide range of poems, rhymes or songs with support - I can listen to a wide range of non-fiction with support - I am becoming familiar with key stories, fairy stories and traditional tales and can retell them with support - I can talk about the meanings of new words - I can draw meaning from texts I have read and can say what has happened - I can talk about the title and events of a text - I can talk about word meanings - ~~I listen with attention to a wide range of poems.~~ - ~~I listen with attention to a wide range of stories.~~ - ~~I listen with attention to a wide range of non-fiction.~~ - ~~I can recognise and join in with predictable phrases.~~ - ~~I can try to correct my reading if it doesn't make sense.~~ - ~~I can talk about something that has been read to me.~~ - ~~I can identify the main events in stories.~~	- I can listen with attention to a wide range of stories - I can listen with attention to a wide range of poems, rhymes or songs - I can listen with attention to a wide range of non-fiction - I am familiar with key stories, fairy stories and traditional tales and can recognise predictable phrases and particular characteristics - I can link the meanings of new words to those already known e.g. I can say a synonym of a word - With support, I can check that a text makes sense to me as I read it and use this to correct inaccurate reading - I am beginning to make inferences on the basis of what is being said and done e.g. I know this character is sad because she is crying - ~~I can link something I have read with my own experiences.~~ - ~~I am familiar with the events and features of traditional tales/key stories.~~ - ~~I can talk about the meaning of the title of a text~~ - ~~With support, I can talk about something I have read.~~ - ~~I can identify the main characters in stories.~~	- I can listen to and discuss a wide range of stories - I can listen to and discuss a wide range of poems, rhymes or songs - I can listen to and discuss a wide range of non-fiction - I am very familiar with key stories, fairy stories and traditional tales and can join in with predictable phrases - I am very familiar with some poems, rhymes or songs and can join in with adults and peers - I can link what I read or hear to my own experiences with support - I know the difference between fact and fiction - I can check that a text makes sense to me as I read it and use this to correct inaccurate reading - I can predict what might happen on the basis of what has been read so far - ~~I can recite some rhymes/poetic phrases/verses off by heart.~~ - ~~I can talk about the possible meaning of new words.~~ - ~~I can take turns and listen to others ideas when discussing a text.~~ - ~~I can infer meaning or information from a text.~~ - ~~I can find specific information in simple texts.~~

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Learning Profile B2

Bronze	Silver	Gold

Word Reading ~~and Spelling~~

Bronze	Silver	Gold
- I am continuing to apply phonic knowledge and skills as the route to decode words - I can read accurately by blending sounds in words that contain the graphemes taught so far - I can read some common exception words, noting unusual correspondences between spelling and sound - I can read aloud books closely matched to my improving phonic knowledge - I can re-read these books to build up my fluency and confidence in word reading ~~I can read new words by segmenting and blending familiar sounds covertly.~~ ~~I can read contractions of more than one syllable e.g. couldn't, didn't~~ ~~I can read and sort words with 'wr' at the beginning.~~ ~~I can read and sort words with 'y' (cry) at the end of words.~~ ~~I can read and sort words where the consonant is doubled (e.g. patting, dropped).~~ ~~I can read plurals (e.g. monkeys).~~ ~~I can read words with the possessive apostrophe (e.g. Bob's, the child's).~~	- I am beginning to decode familiar graphemes automatically and read without undue hesitation - I can read accurately words of two or more syllables that contain taught graphemes - I can read words containing common suffixes by identifying the root word - I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - I can read aloud books closely matched to my improving phonic knowledge - I can re-read these books to build up my fluency and confidence in word reading ~~I tackle new words confidently, without undue hesitation.~~ ~~I can read out loud with appropriate pace.~~ ~~I can recognise when familiar sounds are spelt in different ways.~~ ~~I can read and sort words with the 'dge' (edge), 'ge' (huge) and 'g' (giant) sounds and spelling patterns.~~ ~~I can read and sort words where 'y' changes to 'i' before 'es' (try – tries).~~ ~~I can read and sort words where 'y' changes to 'i' before 'ed' (cried), 'er' (drier) and 'est' (happiest).~~ ~~I can read and sort words where 'e' is dropped before 'ing' (liking), 'ed' (liked), 'er' (nicer), 'est' (nicest) and 'y' (shiny).~~	- I can recognise alternative sounds for taught graphemes with increasing accuracy - I can read words I have frequently encountered quickly and accurately, without overt sounding or blending - I tackle new words confidently, without undue hesitation. ~~I can read words of more than two syllables by segmenting and blending familiar sounds.~~ ~~I can read and sort words with the 'le' (apple), 'el' (travel), 'al' (metal) and 'il' (fossil) sounds and spelling pattern.~~ ~~I can read words that contain schwa sounds.~~ ~~I can read and sort words with the suffixes 'ment', 'ness', 'ful', 'ly' and 'less'.~~ ~~I can read and sort words containing 'tion' (station).~~ - I ~~can~~ am beginning to read and match homophones (e.g. see and sea). - I can read aloud books closely matched to my improving phonic knowledge - I can re-read these books to build up my fluency and confidence in word reading ~~I can read high frequency words.~~ ~~I can read medium frequency words.~~

Learning Profile B2

Bronze	Silver	Gold

Comprehension

• I can listen to, discuss and express views about a wide range of texts	• I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales	• I can listen to, discuss and express views about a wide range of contemporary and classic poetry
• With support (adult, peer or visual), I can identify and sequence the events of texts	• I can independently identify and sequence the events of texts	• I have been introduced to non-fiction books that are structured in different ways
• I am very familiar with some poems, rhymes or songs and am beginning to recite some by heart	• I can discuss and clarify the meaning of new words, linking new meaning to known vocabulary, e.g. I can understand the meaning of "joyful" because I already know the meanings of the root word and the suffix	• I can sequence the events of texts and discuss how items of information are related
• I can use what I already know to understand the events of a text	• I am continuing to build up a repertoire of poems, rhymes or songs learnt by heart	• I can discuss and clarify the meaning of new words
• I am continuing to make inferences on the basis of what is being said and done	• I can draw on background information provided by the teacher to understand texts	• I am continuing to build up a repertoire of poems, rhymes or songs learnt by heart and am beginning to recite some with appropriate intonation to make the meaning clear
• I can ask and answer questions about something that has been read to me	• I am continuing to make predictions about what might happen on the basis of what has been read so far	• I can draw on vocabulary provided by the teacher to understand texts
• I can identify my favourite words and phrases	• ~~I can discuss texts which are beyond the level that I can read independently.~~	• With support, I can participate in group discussions about texts that have been read to me, taking turns and listening to what others say
• I know the difference between fact and opinion	• ~~I can recall and discuss events when listening to longer texts.~~	• I can explain and discuss my understanding of texts
• ~~I can listen with attention to texts which are beyond the level that I can read independently.~~	• ~~I can retell the order of events in a range of fiction texts.~~	• ~~I can discuss my favourite words and phrases~~ ~~I can express views about texts which are beyond the level that I can read independently.~~
• ~~I can sustain concentration when listening to longer texts.~~	• ~~I can retell the information in a range of non-fiction texts that have been read to me.~~	• ~~I can relate the ending to other parts of a longer text that I have listened to.~~
• ~~With support, I can retell the order of key events in a range of fiction texts.~~	• ~~I can discuss the meaning of new and unknown words.~~	• ~~I can retell, with detail, the order of events in a range of fiction texts.~~
• ~~With support, I can retell the key information in a range of non-fiction texts that have been read to me.~~	• ~~I know some poetic phrases off by heart.~~	• ~~I can retell, with detail, the information in a range of non-fiction texts that have been read to me.~~
• ~~I can identify new and unknown vocabulary.~~	~~I can ask and answer questions about something I have read.~~	• ~~I can recognise simple recurring literary language in stories (e.g. Once upon a time).~~
• ~~I can try to self-correct my reading if I notice that something hasn't made sense.~~	• ~~I can give a reason why something might happen in a story.~~	• ~~I can clarify the meaning of new and unknown words by linking to known vocabulary.~~
• ~~I can answer questions about something I have read.~~	• ~~I can identify captions.~~	• ~~I can identify words and phrases which I like.~~
• ~~I can identify diagrams.~~	• ~~I can identify bullet points.~~	• ~~I can say a poetic verse.~~
• ~~I can identify labels.~~	• ~~I can explain my reaction to a text.~~	• ~~With support, I can make predictions about what might happen in a text based on what I know so far.~~
• ~~I can substitute words in a sentence to see how it changes.~~		• ~~I can explain alphabetical order.~~
• ~~I can talk about my reaction to a text.~~		• ~~I can explain the layout of a text.~~

Learning Profile B3

Bronze	Silver	Gold
Word Reading ~~and Spelling~~		
- I can read aloud books closely matched to my improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - I can read words containing common prefixes by identifying the root word - ~~I can read adverbs (words ending in ly).~~ - ~~I can read words with the prefixes for negative meanings e.g. 'un' (unhappy), 'dis' (disagree) and 'mis' (misunderstand).~~ - ~~I can read words with the prefixes 'il' (illegal), 'im' (impossible) and 'ir' (irregular).~~ - ~~I can read words with the suffix 'ation' (information).~~	- I can read familiar books in my head - I am continuing to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word - I can test out different pronunciations of longer words - ~~I can read words where the consonant is doubled before a suffix e.g. beginning.~~ - ~~I can read words with the prefix 'in' e.g. 'inactive'.~~ - ~~I can read words with the prefixes 're' (redo), 'sub' (submarine) and 'inter' (intercity).~~ - ~~I can read words with the suffix 'ous' (enormous).~~	- I can read in my head books closely matched to my improving phonics knowledge - I can test out different pronunciations of longer words and identify the correct pronunciation from what I have heard spoken - I can improve my own vocabulary independently through my listening and reading - ~~I can read words with possessive apostrophes for plural words e.g. boys'.~~ - ~~I can read words with the prefixes 'super' (superhero), 'anti' (anticlockwise) and 'auto' (autograph).~~ - ~~I can read words with the suffixes 'tion' (action), 'ssion; (permission), 'sion' (tension) and 'cian' (magician).~~
Comprehension		

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Learning Profile B3

Reading

Bronze	Silver	Gold
• I can watch/listen to and discuss a wide range of plays	• I can listen to and discuss a wide range of reference books or text books	• I can listen to and discuss fiction texts that are structured in different ways
• I am becoming increasingly familiar with a wide range of books, including myths and legends, and can retell some of these orally	• I can join in with a group performance of a play script/poem	• I can listen to and discuss non-fiction texts that are written for different purposes
• With support, I can retrieve key information from a non-fiction text~~that I have read.~~	• I can retrieve key information from a non-fiction text that I have read	• I can identify and discuss different conventions for a range of non-fiction types (e.g. greetings in letters, use of first person in diaries)
• ~~I can listen to a group discussion about something that has been read to me.~~	• I can discuss words and phrases that capture the reader's interest and imagination	• I can follow and say my own part in a group performance of a play script/poem
• I can ask when something I have read ~~doesn't~~does not make sense	• I can identify the main character(s) in a story	• I can retrieve and record (as simple notes) the information from a non-fiction text that I have read
~~•~~	• I can identify captions	• I can discuss words or phrases that capture the reader's interest and imagination and am beginning to say why they are effective~~.~~
~~• With support (adult, peer or visual), I can retell in the correct order the key events of a text.~~	• I can identify bullet points	~~• I can make predictions about what might happen in a text based on what I know so far.~~
~~• I can infer a character's motives from their actions in a text.~~	• I can distinguish between fact and opinion	~~• I can respond in a discussion to a peer's contribution about something that has been read to me.~~
~~• I can make notes on the main points of sections of text.~~		~~• I can identify headings and subheadings~~
~~• I can say what I like to read.~~	~~• I can retrieve information from a non-fiction text that I have read.~~	~~• I can explain the meaning of new and unknown words.~~
~~• I can see why a character made choices that I wouldn't have made.~~I can discuss and clarify the meaning of new words, linking new meaning to known vocabulary, e.g. I can understand the meaning of "misjudge" because I already know the meanings of the root word and the prefix	~~• I can make a contribution to a discussion about something that has been read to me.~~	~~• Using visual prompts (e.g. symbols, map etc), I can retell in the correct order the key events and detail of a text.~~
• I can identify diagrams	~~• I ask for the meaning of unknown words~~	• I can infer a character's motives, thoughts and feelings from their actions and justify with evidence from the text.
• I can identify labels	~~• Using visual prompts (e.g. symbols, map etc), I can retell in the correct order the key events of a text.~~	
	~~• I can infer a character's motives, thoughts and feelings from their actions in a text.~~	
	~~• I can say what is the same about how 2 texts are organised.~~	
	~~• I can say what is different about how 2 texts are organised.~~	

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Learning Profile B4

Bronze	Silver	Gold
Word Reading ~~and Spelling~~		

- I am beginning to read longer stories and books in my personal reading
- I can identify and sort common homophones
- ~~I can read adverbs (words ending in ly).~~
- ~~I can read words with the prefixes for negative meanings e.g. 'un' (unhappy), 'dis' (disagree) and 'mis' (misunderstand).~~
- ~~I can read words with the prefixes 'il' (illegal), 'im' (impossible) and 'ir' (irregular).~~
- ~~I can read words with the suffix 'ation' (information).~~
- ~~I know the meaning of common homophones.~~

- I can choose from a large selection of books what I would like to read (e.g. from the library)
- I have a range of strategies for working out the meanings of unfamiliar words
- ~~I can read words where the consonant is doubled before a suffix e.g. beginning.~~
- ~~I can read words with the prefix 'in' e.g. 'inactive'.~~
- ~~I can read words with the prefixes 're' (redo), 'sub' (submarine) and 'inter' (intercity).~~
- ~~I can read words with the suffix 'ous' (enormous).~~
- ~~I can explain my own strategy for working out unfamiliar words.~~

- I can independently choose to read a range of genres
- I can explain my own strategy for working out unfamiliar words
- ~~I can read words with possessive apostrophes for plural words e.g. boys'.~~
- ~~I can read words with the prefixes 'super' (superhero), 'anti' (anticlockwise) and 'auto' (autograph).~~
- ~~I can read words with the suffixes 'tion' (action); 'ssion; (permission), 'sion' (tension) and 'cian' (magician).~~

Comprehension

Learning Profile B4

Reading

Bronze	Silver	Gold
■ I can listen to a novel read to me over a period of days or weeks	■ I can retell events from a novel read to me over a period of days or weeks	■ I can retrieve and record the information from a non-fiction text that I have read.
■ I can recognise different forms of poetry (e.g. free verse, narrative, acrostic)	■ During performances, I can show understanding through intonation, tone, volume and action	■ I can discuss and express my views on a novel read to me over a period of days and weeks
■ I can prepare poems and play scripts to read aloud and perform	■ I am beginning to understand a range of literary techniques, e.g. similes, metaphors, alliteration, etc.	■ I can am beginning to make predictions about what might happen in a text based on details stated and implied details.
■ I can identify effective words and phrases and explain their effect on the reader	■ I am beginning to understand a range of persuasive techniques, e.g. rule of 3, hyperbole, repetition, etc.	■ I can respond in a discussion to a peer's contribution about something that has been read to me.
■ With support, I can retrieve key information from a non-fiction text that I have read.	■ I can identify effective words/phrases and am beginning to annotate texts with the technique or effect	■ Using visual prompts (e.g. symbols, map etc), I can retell in the correct order the key events and detail of a text.
■ I can listen to a group discussion about something that has been read to me.	■ I can use a contents page to find information in a non-fiction text	■ I can infer a character's motives, thoughts and feelings from their actions and justify with evidence from the text
■ With support (adult, peer or visual), I can retell in the correct order the key events of a text.	■ I can retrieve information from a non-fiction text that I have read.	■ I am beginning to identify a range of literary techniques, e.g. similes, metaphors, alliteration, etc.
■ I can infer a character's motives from their actions in a text.	■ I can make a contribution to a discussion about something that has been read to me.	■ I am beginning to identify a range of persuasive techniques, e.g. rule of 3, hyperbole, repetition, etc.
■ With support, I can look up an unknown word in a dictionary.	■ Using visual prompts (e.g. symbols, map etc), I can retell in the correct order the key events of a text.	■ I am beginning to understand what the purpose, audience and form is for a range of texts
■ I can identify words that interest me.	■ I can infer a character's motives, thoughts and feelings from their actions in a text.	■ I can use an index to find information in a non-fiction text
■ I can listen to and observe the features of different types of poetry.	■ I can look up an unknown word in a dictionary.	■ .
■ I can join in with a group performance of a play script/poem.	■ I can identify words and phrases that interest me.	■ With independence, I use a dictionary to look up an unknown word.
■ I am beginning to deduce information from a text with support.	■ I can identify different types of poetry.	■ I can compare different types of poetry.
■ I have a favourite author. I understand what a theme is in a text	■ I can follow and say my own part in a group performance of a play script/poem.	■ I can use intonation, volume and action as part of a group performance of a play script/poem.
	■ I am able to deduce information from a text with support.	

Learning Profile B4

Reading

Bronze	Silver	Gold
■ I can infer a character's motives from their actions in a text ■ I can make notes on the main points of sections of text ■ I can substitute words in a sentence and see how it changes ■ I can say what I like to read ■ I can say what is similar about two texts	■ I have a favourite author and can give reasons why I like them. I can identify main themes in a text ■ I can infer a character's motives, thoughts and feelings from their actions in a text ■ I have favourite/preferred authors ■ I can say what is different about two texts	■ I can deduce information from a text independently. I have a favourite author and can give reasons why I like them

Reading

Learning Profile B5

Bronze	Silver	Gold

Word Reading ~~and Spelling~~

Bronze	Silver	Gold
<u>I can read for pleasure as well as for information</u> ~~I can read words with the suffix 'fer' (e.g. transfer, referee).~~ ~~I can read words that use a hyphen to join a prefix to a root word (e.g. co-operate).~~ ~~I can read words that contain the 'ough' sound (e.g. thought, should, tough)~~ ~~I can group words according to their spelling pattern.~~ ~~I can read words with less common spelling suffixes (e.g. cian)~~ ~~I can read words with less common prefixes (e.g. im, ir)~~	<u>I can read silently for extended periods</u> ~~I can read words with the suffix 'cious'/'tious' (e.g. precious, cautious).~~ ~~I can read words with the 'i before e except after c' rule (e.g. receive).~~ ~~I can read words that are exceptions to the 'i before e except after c' rule (e.g. protein).~~ ~~I can read words with the suffix 'able'/'ible' (e.g. adorable/legible).~~ ~~I can read words with the suffix 'ably'/'ibly' (e.g. adorably/legibly).~~	<u>I can I can pick out new and interesting vocabulary or grammatical structures that I have read</u> ~~I can read words with the suffix 'cial'/'tial' (e.g. special/essential).~~ ~~I can read words with the suffix 'ant/ ance/ ancy' (e.g. hesitant/ hesitance/ hesitancy).~~ ~~I can read words with the suffix 'ent/ ence/ ency' (e.g. frequent/ frequency).~~ ~~I can read homophones with more subtle/unusual spelling patterns (e.g. aisle/isle, affect/effect)~~

Comprehension

Bronze	Silver	Gold
<u>I am increasing my familiarity with a wide range of books, including modern fiction and fiction from our literary heritage</u> <u>I can summarise and present a familiar story in my own words</u> <u>I can discuss what I have independently read</u> <u>I can make simple comments/observations about personal preferences, sometimes supported with reasons e.g. 'I liked it when…'</u> <u>I can identify similarities or differences between presentation of texts</u> I can recommend books I have read to a friend.	<u>I can summarise the main ideas from more than one paragraph</u> <u>I can express personal preferences about texts, giving reasons to justify my opinions</u> <u>I can identify similarities or differences between events in texts</u> I can recommend books I have read to a friend, giving reasons for my choices. I can perform a whole poem off by heart (an extended verse). ~~I can infer characters' thoughts and motives from their actions.~~	<u>I can summarise the main ideas from more than one paragraph, identifying details to support the main ideas</u> <u>Express personal preferences about texts, saying how it could be improved for me</u> <u>I can identify similarities or differences between characters in texts</u> <u>I can review a book using a range of criteria</u> <u>I have a repertoire of poetry which I can choose from to perform off by heart (extended verses)</u> <u>I am aware of key subject-specific vocabulary/terminology and am beginning to use it accurately</u>

Reading

Learning Profile B5

Bronze	Silver	Gold
▪ I can learn a whole poem off by heart (an extended verse) ▪ ~~.~~ ▪ ~~I can infer characters' feelings.~~ ▪ ~~I can make predictions about what might happen using what is stated.~~ ▪ ~~I can summarise the main ideas from more than one paragraph.~~ ▪ ~~I can distinguish between facts and opinions.~~ ▪ ~~I can make notes to explain events and ideas in a text.~~ ▪ ~~I can compare different types of narrative texts.~~ ▪ I can explore how writers use language for comic effect. ▪ ~~I can explore how writers use language for dramatic effective.~~	▪ ~~I can make a prediction about what might happen using implied details.~~ ▪ ~~I can summarise the main ideas from more than one paragraph, identifying details to support the main ideas.~~ ▪ ~~I can infer information from a text.~~ ▪ ~~I can debate and discuss texts, giving opinions and challenging others courteously~~I can explore how writers use language for dramatic effect~~.~~ ▪ I can identify formal and informal language ▪ I can contemplate a range of predictions about what might happen using stated and implied details ~~I can compare how a common theme is presented in a range of texts.~~	▪ I can explore how writers use figurative language for effect ▪ ~~I can review a book using a range of criteria.~~ ▪ ~~I have a repertoire of poetry which I can choose from to perform off by heart (extended verses).~~ ▪ ~~I can justify inferences with evidence.~~ ▪ ~~I can contemplate a range of predictions about what might happen using stated and implied details.~~ ▪ I can identify ~~how~~ the language, structure and presentation ~~contribute to meaning.~~of a text ▪ ~~I can give reasoned justifications for my views.~~ ▪ ~~I can infer a writer's perspective from what is written.~~ ▪ ~~I can compare different types of information texts.~~ ▪ ~~I can infer a writer's perspective from what is implied.~~

Learning Profile B6

Bronze	Silver	Gold
Word Reading ~~and Spelling~~		
▪ I can I can pick out new and interesting vocabulary or grammatical structures that I have read and experiment by using them in my own writing ▪ ~~I can read words with the suffix 'fer' (e.g. transfer, referee).~~ ▪ ~~I can read words that use a hyphen to join a prefix to a root word (e.g. co-operate).~~ ▪ ~~I can read words that contain the 'ough' sound (e.g. thought, should, tough)~~	▪ I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, to read aloud new words ▪ ~~I can read words with the suffix 'cious'/'tious' (e.g. precious, cautious).~~ ▪ ~~I can read words with the 'i before e except after c' rule (e.g. receive).~~ ▪ ~~I can read words that are exceptions to the 'i before e except after c' rule (e.g. protein).~~ ▪ ~~I can read words with the suffix 'able'/'ible' (e.g. adorable/legible).~~ ▪ ~~I can read words with the suffix 'ably'/'ibly' (e.g. adorably/legibly).~~	▪ I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, to understand the meaning of new words ▪ ~~I can read words with the suffix 'cial'/'tial' (e.g. special/essential).~~ ▪ ~~I can read words with the suffix 'ant'/ ance/ ancy' (e.g. hesitant/ hesitance/ hesitancy).~~ ▪ ~~I can read words with the suffix 'ent/ ence/ ency' (e.g. frequent/ frequency).~~ ▪ ~~I can read homophones with more subtle/unusual spelling patterns (e.g. aisle/isle, affect/effect)~~
Comprehension		

Learning Profile B6

Bronze	Silver	Gold
I am increasing my familiarity with a wide range of books, including books from other cultures and traditions	I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books	I am continuing to read for a range of different purposes
I can check that a book makes sense to me, discussing my understanding and exploring the meaning of new words in context	I am continuing to ask questions about texts to improve my understanding	I can review a book using a range of criteria.
I can identify similarities or differences between themes across texts	I am continuing to read books which are structured in different ways	I have a repertoire of poetry which I can choose from to perform off by heart which shows understanding of meaning through intonation, tone and volume (multiple verses)
I can express personal opinions and ideas about texts, showing awareness of the writers' viewpoint e.g. 'I liked it when…I think the writer did this because…'	I can compare different types of poetry	I can debate and discuss texts, giving opinions and challenging others courteously
I can learn a whole poem off by heart (multiple verses)	I can perform a whole poem off by heart (multiple verses)	I can explain and discuss my understanding of what I have read, including through formal presentations and debates.
I can identify how language, structure and presentation contribute to meaning	I can infer a writer's perspective from what is written	I can justify inferences with evidence.
I am beginning to use evidence from the text to justify my ideas	I can comment on the effect of writing on the reader	I can contemplate a range of predictions about what might happen using stated and implied details.
I can recommend books I have read to a friend.	I can consistently comment on features of writing, using evidence from the text to give reasoned justification for my ideas	I can identify how language, structure and presentation contribute to meaning.
I can perform a whole poem off by heart (multiple verses).	I can recommend books I have read to a friend, giving reasons for my choices.	I can give reasoned justifications for my views. I can infer a writer's perspective from what is implied
I can infer characters feelings.	I can perform a whole poem off by heart (multiple verses).	I can say why a writer has made certain choices about layout, structure or word choice
I can make predictions about what might happen using what is stated.	I can infer characters thoughts and motives from their actions.	I am beginning to use Point, Evidence, Explanation (PEE) to comment on and explain features of writing, giving effective explanations of the impact on the reader
I can summarise the main ideas from more than one paragraph.	I can make a prediction about what might happen using implied details.	
I can distinguish between facts and opinions.	I can summarise the main ideas from more than 1 paragraph, identifying details to support these.	
	I can debate and discuss texts, giving opinions and challenging others courteously.	

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