

## BRAYWOOD C. of E. FIRST SCHOOL



This learning log belongs to.....

in class .....

Dear Parents,

This book is to help your child keep a track of their learning and act as a communication tool between home and school.

Including....

1. Welcome
2. Home School Agreement
3. Responsible Internet Use (Please sign)
4. Learning log for a years
5. Tips for good reading and learning
6. Reading targets for Year 1-4

*Thank you for all your support*

*The Braywood Staff*

## HOME AND SCHOOL AGREEMENT

*"We aspire for all our children to become confident, secure, caring individuals who achieve personal excellence and develop a love of learning"*

***"aspire, learn, achieve"***

### **The School will:**

- Provide a broad, balanced, creative and personalised curriculum.
- Value each child as an individual and encourage them to achieve their potential.
- Encourage the children to take care of their surroundings and others around them.
- Regularly inform parents of the children's academic/social progress.
- Give early warnings of any problems concerning work, behaviour or relationships.
- Keep parents informed / involved in all aspects of school life.

### **Home will:**

- Ensure that the child attends school regularly, on time and avoid unauthorised absences in term time, for example, holidays.
- Inform the school promptly if the child is unwell or unable to attend for any reason.
- Let the school know if there are any concerns or problems that might affect a child's work or behaviour.
- Support the school's policies and guidelines for behaviour.
- Support the child in reading, homework and other opportunities for home learning. Ensure that your child has all the named equipment required for all school activities, for example, PE kit.
- Attend parent evenings and discussions about the child's progress.
- Get to know and where possible, participate in all aspects of school life.

### **The Child will:**

- Adhere to the School Charter and respect the rights of others without exception.
- Complete their homework on time and practice their reading skills regularly.
- Be responsible for their belongings and help to keep their classroom tidy.
- Come to school dressed smartly in their school uniform.
- Always be polite towards adults and peers at school and to respect your parents at home.
- Ensure that you get to school on time with everything you need for the school day.

*All children need a positive and supportive partnership between home and school. Working together, we will achieve the very best for our children in an atmosphere of happiness, security and trust.*

## RESPONSIBLE INTERNET USE

***“From little acorns, mighty oak trees grow watered and nurtured by God”***

As part of our curriculum and the development of ICT skills our school provides extensive access to a variety of technology and means of communication general through the Internet to enhance learning. We believe that this is an essential tool for children to master but we acknowledge that there are associated risks with this media.

At Braywood we have positive steps to deal with these risks. There is a 'firewall' in place to block unsuitable websites and communication across our electronic learning platform (VLE). Children are educated about Internet Safety annually and all pupils are expected to behave in a responsible manner towards other individuals when communicating electronically. There are clear procedures in place to protect our families from exposure of their personal details in accordance with the Data Protection Act.

These rules will help us to be fair to others and keep everyone safe.

- I will ask permission before entering any web site, unless my teacher has already approved that site.
- On a network, I will use only my own login and password, which I will keep my password secret.
- I will not look at or delete other people's files.
- When sending e-mail, I will not give my home address or phone number, or arrange to meet anyone outside of school. I will only e-mail people my teacher has approved.
- The messages I send will be polite and sensible.
- I will ask for permission before opening an e-mail or an e-mail attachment sent by someone I do not know.
- I will not use Internet chat rooms at school.
- If see anything I am unhappy with or I receive messages I do not like, I will tell a teacher immediately.
- I know that the school may check my computer files and may monitor the Internet sites I visit.
- I understand that if I deliberately break these rules, I could be stopped from using the Internet or computers and my parents will be informed. All children need a positive and supportive partnership between home and school. Working together, we will achieve the very best for our children in an atmosphere of happiness, security and trust.

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## Hearing Your Child Read

*As parents you are your child's most influential teacher with an important part to play in helping your child to learn to read. Here are some suggestions on how you can help to make this a positive experience.*

### 1. Choose a quiet time

Set aside a quiet time with no distractions. Ten to fifteen minutes is usually long enough.

### 2. Make reading enjoyable

Make reading an enjoyable experience. Sit with your child. Try not to pressurise if he or she is reluctant. If your child loses interest then do something else.

### 3. Maintain the flow

If your child mispronounces a word do not interrupt immediately. Instead allow opportunity for selfcorrection. It is better to tell a child some unknown words to maintain the flow rather than insisting on trying to build them all up from the sounds of the letters. If your child does try to 'sound out' words, encourage the use of letter sounds rather than 'alphabet names'.

### 4. Be positive

If your child says something nearly right to start with that is fine. Don't say 'No. That's wrong,' but 'Let's read it together' and point to the words as you say them. Boost your child's confidence with constant praise for even the smallest achievement.

### 5. Success is the key

Parents anxious for a child to progress can mistakenly give a child a book that is too difficult. This can have the opposite effect to the one they are wanting. Remember 'Nothing succeeds like success'. Until your child has built up his or her confidence, it is better to keep to easier books. Struggling with a book with many unknown words is pointless. Flow is lost, text cannot be understood and children can easily become reluctant readers.

### 6. Visit the Library

Encourage your child to use the public library regularly.

### 7. Regular practice

Try to read with your child on most school days. 'Little and often' is best. Teachers have limited time to help your child with reading.

### 8. Communicate

Your child will most likely have a reading diary from school. Try to communicate regularly with positive comments and any concerns. Your child will then know that you are interested in their progress and that you value reading.

### 9. Talk about the books

There is more to being a good reader than just being able to read the words accurately. Just as important is being able to understand what has been read. Always talk to your child about the book; about the pictures, the characters, how they think the story will end, their favourite part. You will then be able to see how well they have understood and you will help them to develop good comprehension skills.

### 10. Variety is important

Remember children need to experience a variety of reading materials eg. picture books, hard backs, comics, magazines, poems, and information books.

## Helping your child with their learning

*Ten things you can say to your child that will make the difference (International Primary Curriculum)*

1. **Say to your child the word 'yet' as often as you can.**  
For example, when your child says 'I can't do fractions' you say 'you can't do fractions yet'. Help them to see the possibility that they will be able to achieve it in the future.
2. **Say to your child: 'you're getting better' whenever the opportunity allows.**  
Learning is all about improvement and learning a skill needs patience and practice and practice and practice to improve. Your child needs lots of support along the way.
3. **Say to your child: 'what have you learned today?'**  
This question is a lot more specific than 'what did you do today?'
4. **Say encouraging things as often as you can when your child is *beginning* to learn something new and encourage them when something still isn't perfect.**  
Remember how much encouragement you gave your child when they took their first wobbly steps? Children need that same encouragement whenever they start learning something new. Learning is always harder at the beginning.
5. **Say things to your child to show you can see that there's improvement, however small. Compare 'then' and 'now' and praise the difference.**  
Learning is about getting better; lots of 'getting better' steps.
6. **Say to your child: 'of course you've made a mistake, but keep going, you're learning.'**  
Every child needs to know that making mistakes is all part of the learning process. Mistakes can be good because you can learn from them. You never really learn something well if you don't make mistakes along the way. Make sure your child knows that mistakes are OK.
7. **Say to your child: 'your brain is wired in lots of different ways, some ways are better than others. Let's try to make each part work as well as it can.'**  
Few of us will be brilliant at everything but we can get better at everything.
8. **Say to your child: 'take a break, do some exercise, then start learning again.'**  
The brain needs blood, oxygen and rest to keep going. If it doesn't get them then it doesn't keep going.
9. **Say to your child: 'if you find facts difficult to remember then it's ok to use a 'hook' to help you remember.'**  
There are just too many facts to remember so your child should only worry about remembering the ones that really matter. For those, it's perfectly fine to give their brain some help if they need to. For example VIGBYOR spells out all the colours of the rainbow. So does the rhyme *Richard Of York Goes By In Violet*; anything to trigger the brain to remember is good.
10. **Say to your child: 'I found x easy to learn, but I had to work harder at y.'**  
Make sure your child knows you went through similar learning struggles as they are going through. Show your child realistic models of learning; don't fake your own excellence. On the other hand don't promote disabilities either – unless you are promoting how much better you *could* have been if only you'd kept trying.



## Guidelines for sharing books with your children

*Reading should be a relaxed and enjoyable experience. Try to choose a regular time to read and give lots of praise and encouragement to build the child's confidence.*

### READING BOOKS

At Braywood the children experience a variety of reading activities during Literacy Hour and will have a structured 'Read/Write' session in a small group using Ruth Miskin materials. The skills of reading are practised thoroughly. To complement work covered at school a 'reading book' is sent home to share. This will be changed twice weekly. Often in the Literacy Hour your child may be reading a slighter harder book. Parents are invited to make comments in the reading record book which is also sent home. Every three weeks your child will be invited to read a book electronically through 'Bug Club' where there are associated comprehension exercises.

In the very first stages of reading, the books will have few or no words. There may be a reading sheet for parents. Encourage children to use the pictures for clues, predict what will happen next, discuss the story – do they like it etc.

- Flashcards may be used to introduce key words. Practice them as many times as you can. They are usually words that it is impossible to sound out e.g. like, went, the.
- When books with words are introduced, parents may do all the reading. Follow the print with your finger as you read.
- If the book is unfamiliar, read it through first to the child and then let the child read it to you. If the child starts finding it difficult or seems tired, be ready to finish reading it yourself.
- If your child comes to a word he/she is unable to read, encourage him/her to guess sensibly and/or make an attempt to say the initial sound. Look at the picture for clues.
- Most earlier books are all phonetically based and words should be easy to sound but re-read the book several times. This will help with the child's confidence, point out patterns and rhymes in words.
- Every child will be at a difference stage. It is important to value every individual child's reading and achievement.

### OTHER WAYS TO HELP

- Reading signs – shops etc
- Join local library / visit bookshops
- Teach/sing nursery rhymes/alphabet etc
- Read to your child – they are never too old for a story!
- School library is open after school
- Provide a good model (How often do you sit and read quietly?)
- Teachers are always available for help and advice.

**Please remember above all  
READING IS A PLEASURE**

**Level 1**

*These national standards will help you to track your child's progress in reading.  
Do feel free to use them with your child.*

**Level 1**  
**My reading targets**  
**1c**

**Decoding strategies**

- I know the difference between a word, a letter and a space.
- I can look at the pictures to help me understand the words.
- I can point to and hear each separate word.
- I can read CVC words like cat, dog, pig, pot, sat . . .
- I can use my letter sounds to read new words.

**Understand, describe, select or retrieve.**

- I can listen to a story all the way through.
- I can say how I feel about stories and poems.
- I can retell the main points in a recount in the right order.
- I can use the main points in a story to help me retell or act it out.
- I can talk about what is good and bad about the characters and events in stories.

**Deduce, infer or interpret**

I can guess what is going to happen in a story that has repeated patterns, identify and comment on structure....

I can use the patterns and structures when I'm retelling a story.

I can understand and use book words: book; cover; beginning; end; page; word; letter; line

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...

I can re-read and enjoy my favourite books, songs and rhymes.

**My reading targets**  
**1b**

**Decoding strategies**

- I can read familiar words in my books.
- I can blend phonemes to read words like play and push.
- I can blend phonemes to read words I have not seen before.
- I expect my reading books to make sense.

**Understand, describe, select or retrieve.**

- I can talk about the main events in my texts.
- I can answer questions about events and ideas in my texts.

**Deduce, infer or interpret....**

- I can guess what might be happening in my books with help from my teacher.
- I can guess what might happen to the characters in my books.

**Identify and comment on structure....**

- I can tell the difference between fiction and non-fiction texts.
- I can name bold, italic and capital print.

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...

I can choose my favourite book and talk about it.

**My reading targets**  
**1a**

**Decoding strategies**

- I can blend phonemes in words like **string** and **catch** in my reading.
- I can read new words by knowing what would fit or sound right in the sentence.

Understand, describe, select or retrieve.

I can talk about the main event in a story.

I can find information in a text.

Deduce, infer or interpret.....

I can say what I think about a character in a story.

I can say who is bad and who is good.

I can say what I think about the events in a story.

Identify and comment on structure....

I can tell the difference between fiction and non-fiction.

I can find information in a non-fiction text, using the layout to help me.

I can understand the order that events happen in a story.

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...

I can choose my favourite book from a selection and talk about it.

## Level 2 My reading targets 2c

Decoding strategies

I can use different ways to work out words I don't know e.g. my phonics, reading on.....

I can blend phonemes in words like **train** and **read** in my reading.

I can blend sounds in words with consonants e.g. **cry**, **brown**, **scratch**

Understand, describe, select or retrieve.

I can find and talk about the main events in a story.

I can find the answers to simple questions in my text.

Deduce, infer or interpret.....

I can guess what might happen in a story by what has already happened.

I can compare settings and events to my own experience.

I can compare stories and say why they are similar and different.

Identify and comment on structure....

I can show that I understand the way information texts are organised and use this to help me

I can describe the main plot in a story

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...

I can choose my favourite book from a selection and talk about it.

## My reading targets 2b

Decoding strategies

I can use punctuation to help me make my reading more interesting.

I can split words into syllables to read long words.

I can blend words with long vowel phonemes such as **played**, **sound**, **moon**.

I use different ways to work out words I don't know

I often spot my own mistakes in reading and make changes

Understand, describe, select or retrieve

I can guess what might happen in a text by comparing the plot to others I have read by the same author.

I can guess what might happen in a text by comparing the plot to similar stories.

I can think of questions about a topic and find the information in my books.

I can predict the content of information texts and explanations.

Deduce, infer or interpret .....

I can find clues in a text to help me explain the meaning.

I can say what I think, and find parts of the text to say why I think it

- I can talk about what characters might be thinking or feeling using clues in the text.
- Identify and comment on the structure
  - I can choose the right sort of book to help me find the information I need.
  - I can choose or reject information in books by deciding how useful it is.
  - I can use the alphabet to help me find information in alphabetically ordered texts.
  - I can talk about the structure of a story.
- Explain and comment on the writer's use of language, (including grammatical and literacy features at word and sentence level) ...
  - I can talk about how the words that the author has chosen affects the meaning.
- Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...
  - I can make reading choices based on what I have read before.

### **My reading targets**

#### **2a**

- Decoding strategies
  - I can read words with prefixes and suffixes and know what they mean in a text.
  - I can read out loud using punctuation to help the listener understand.
  - I can read fluently, using different voices and tones to give expression.
- Understand, describe, select or retrieve....
  - I can retell a story and use details to make it clear.
  - I can find information in a text and discuss it by referring to the text.
- Deduce, infer and interpret....
  - I can talk about the theme of a story.
  - I can discuss the reasons for events in a story.
  - I can understand how certain words and phrases make texts funny, spooky or create moods.
- Identify and comment on structure...
  - I can compare the layout, characters, settings and themes of different books.
  - I can predict what a book might be about by skim reading, the title, contents and illustrations.
- Explain and comment on the writer's use of language, (including grammatical and literacy features at word and sentence level) ...
  - I can find and talk about the vocabulary and writer's knowledge the author has used.
- Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...
  - I can make reading choices based on what I have read before.

### **Level 3**

### **My reading targets**

#### **3c**

- Decoding strategies
  - I can read on my own and use different ways to work out the meaning.
  - I can understand the job of different punctuation marks and use them to help with tone and expression.
  - I can read all of the consonant digraphs in words. e.g. **know**, **write**, **photo**
- Understand, describe, select or retrieve.
  - I can understand and refer to the main points in a text.
  - I can tell the main differences between fiction and non-fiction texts.
  - I can find information in a text and make notes and quotations.
- Deduce, infer or interpret....
  - I can explore the themes and ideas in texts and find references to support my views.
  - I can make sensible predictions based on knowledge of the text.
  - I can discuss the actions of the main characters and justify my views by referring to the text.
  - I can summarise the main points from a text.
- Identify and comment on structure....

I can identify the main features of different genres and text-types.

I can understand the function of a paragraph.

Explain and comment on the writer's use of language, (including grammatical and literacy features at word and sentence level) ...

I can identify the words and phrases that an author has chosen to create mood and build tension.

### **My reading targets**

#### **3b**

Decoding strategies

I can read on my own.

I know what to do if I get stuck.

I can understand that different kinds of sentences can affect the meaning.

Understand, describe, select or retrieve.

I can identify issues in texts and talk about them.

I know the main features of fiction and non-fiction texts.

Deduce, infer or interpret..... (

I can identify the language the writer has used to create moods and build up tension.

I can guess why events and actions have happened using evidence from the text.

I can guess what will happen because of what I already know about the text.

Identify and comment on structure....

I can use non-fiction features to find information in texts.

I can identify the differences between different non-fiction texts.

I know how paragraphs are used to organise ideas.

Explain and comment on the writer's use of language, (including grammatical and literacy features at word and sentence level) ...

I can discuss the effect of language on mood and tension

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...

I can compare texts with others of the same and different type.

### **My reading targets**

#### **3a**

Decoding strategies

I can read a range of books at my level fluently and accurately.

I can re-read and read on to help me understand.

I can use contents, indexes and subheadings to find information.

Understand, describe, select or retrieve.

I can justify my predictions by referring to the text.

I can find information quickly by scanning and text-marking.

I can quickly get the gist of a text by skimming.

Deduce, infer or interpret.....

I can tell the difference between fact and opinion.

I can read between the lines using clues in the text.

I can use the way in which the author uses dialogue, action and description to help me understand.

I can judge why the characters act in the way they do.

Identify and comment on structure....

I can identify the differences between different fiction genres.

I can identify the structures and language features of different non-fiction genres.

Explain and comment on the writer's use of language, (including grammatical and literacy features at word and sentence level) ...

I can comment on the language that the author has used.

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on

the reader ...

I can comment on how the author wants me to respond to the text.

#### **Level 4** **My reading targets** **4c**

Decoding strategies

I can choose books at my level and read them well.

I can use my knowledge of the text content to help me understand.

I can skim to identify key ideas.

I can scan to identify key words and phrases.

I can use what I know about the text structure to find information.

I can understand how punctuation, word order and connectives affect sentences.

Understand, describe, select or retrieve.

I can justify my opinions and discuss them referring to the text.

I can show that I understand the main ideas, themes, events and characters in a text.

Deduce, infer or interpret....

I can understand why characters feel and act the way they do.

I can read between the lines using evidence from the text and my experience of the wider world.

I can use clues from the way characters speak and act to help me understand.

I can use the author's descriptions to help me understand.

Identify and comment on structure....

I can identify the different features of fiction genres.

I can compare, contrast and evaluate different non-fiction texts.

Explain and comment on the writer's use of language, (including grammatical and literacy features at word and sentence level) ...

I can comment upon how an author has used language and its effect upon the reader.

I can find examples of how authors have created different moods, feelings and attitudes and comment upon the effect.

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader

I can express my personal response to a text although I may not be aware of the writer's viewpoint.

#### **My reading targets** **4b**

Decoding strategies

I can use my knowledge of a word's etymology and structure to help me understand a word in context.

Understand, describe, select or retrieve.

I can refer to the text to support my predictions and opinions.

I can skim for gist; scan for key words and text-mark to research information quickly and efficiently.

Deduce, infer or interpret....

I can identify points of view whether they are hinted at, or stated clearly

I can discuss messages, moods, feelings and attitudes by reading between the lines and using deduction.

I can identify the key points in a text at my level.

Identify and comment on structure....

I can pick out the individual genres in a mixed-genre text. (e.g. an explanation within an information text)

I can recognise language that is a feature of a particular genre.

I can identify the ways in which one paragraph is linked to the next.

I can use the way in which a text is organised to help me understand.

Explain and comment on the writer's use of language, (including grammatical and literacy features at word and sentence level) ...

I can identify and describe the particular ways in which different authors write.

I can identify, and articulate, my response to the effect of figurative and descriptive language.

I can use the language features in non-fiction texts to help me understand

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...

I can recognise the ways in which writers present issues and points of view in fiction and non-fiction.

I can show that I am aware of the writer's viewpoint.

### **My reading targets**

#### **4a**

Decoding strategies

I can read with fluency, expression and the right tone for the content.

Understand, describe, select or retrieve.

I can use skimming, scanning and text-marking quickly, effectively and with confidence.

I can refer to the text to support my predictions and opinions. (point + evidence)

Deduce, infer or interpret.....

I can explain and comment upon hinted or clearly stated points of view.

I can describe, using examples from the text, how the author has chosen vocabulary to create various effects.

Identify and comment on structure....

I can use the way in which text-types are organised to help me to sustain understanding over longer texts.

Explain and comment on the writer's use of language, (including grammatical and literacy features at word and sentence level) ...

I can identify the styles of individual writers and provide examples from a range of texts.

I can use the language features of a range of non-fiction texts to sustain understanding over longer texts.

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...

I can identify a writer's point of view and show understanding by re-telling from a different point of view.

### **Level 5**

### **My reading targets**

#### **5c**

Decoding strategies

I can use connectives as signposts to change my tone when reading aloud.

Understand, describe, select or retrieve.

I can use the skills of skimming, scanning and text-marking to identify the gist.

I can refer to the text to support my predictions and opinions and extend my responses to include an explanation. (point + evidence + explanation)

Deduce, infer or interpret.....

I can compare and contrast points of view which are hinted at with those that are openly stated.

I can analyse how an author has created messages, moods, feelings and attitudes.

Identify and comment on structure....

I can explain the techniques the author has used to organise a text.

I can comment on the genre-specific language an author has used to present information in a non-fiction text.

Explain and comment on the writer's use of language, (including grammatical and literacy features at word and sentence level) ...

I can compare and contrast the styles of individual writers and provide examples.

I can analyse how the author has created different messages, moods, feelings and attitudes through vocabulary choices.

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...

I can identify the author's purpose by gaining a general overview of the text.

I can comment on the overall impact of poetry and prose and refer to how themes are developed.

Relate texts to their social, cultural and historical contexts and literary traditions.. .

I can identify the key features of a range of texts.

I can identify different character types over a range of texts.

I can identify themes across a range of texts – social; cultural and historical.