

**Decoding: I can recognise and understand an even greater variety of suffixes and prefixes**

**Decoding: I can read, on sight, all the words from Year 3/4 spelling list**

**Decoding: I can read further common exception words, noting the unusual correspondences between spelling and sound**

**Comprehension: I join in discussions about books I have read, and those read to me, taking turns and listening to what others have to say**

**Comprehension: I can locate information using skimming, scanning and text marking**

**Comprehension: I can identify how language, structure and presentation contribute to meaning**

**Comprehension: I can check that the text makes sense, discuss my understanding and explain the meanings of words in context**

**Reading detective: I can pull together clues from action, dialogue and description to infer meaning**

**Reading detective: I can make predictions with evidence from the text and with knowledge of wider reading**

**Reading detective: I can retrieve and record information from non-fiction**

**Language: I can find and comment on examples of how authors express different moods, feelings and attitudes**

**Responding to Reading: I take part in discussions about books and texts I have read**

**Big reader: I read books that are structured in different ways I read for a range of purposes**

**Big reader: I can recognise some different forms of poetry**

**Big reader: I prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**

**Big reader: I can identify the main ideas drawn from one or more paragraphs and summarise these**