**My Speaking and Reading Targets 6**

I can make connections between other similar texts, prior knowledge and experience and explain the links.

I can sustain and argue a point of view in a debate, using the formal language of persuasion.

I can identify and comment on the writer’s choice of vocabulary, giving examples and explanation.

I can identify and explain how writers use grammatical features for effect; for example, the use of short sentences to build tension.

**I can show awareness of the writer’s craft by** commenting on use of language, grammatical features and structure of texts.

I can express a personal point of view about a text, giving reasons linked to evidence from texts.

I can raise queries about texts.

**WORD READING**

**COMPREHENSION**

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I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

I can recite a range of poems by heart, e.g. narrative verse, sonnet.

I can identify the key points in a text.

I can identify and discuss the conventions in different text types.

I can identify themes in texts.

I can recommend books to others and give reasons for my recommendation.

I read accurately and check that I understand.

I am familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.

I can read books that are structured in different ways.

I can recognise texts that contain features from more than one text type.

I can evaluate how effectively texts are structured and presented.

I can read non-fiction texts to help with my learning.

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| I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere. |

I use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.

I attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.

I can read fluently, using punctuation to inform meaning.

I can perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

I can perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear.

I make contributions to discussions, evaluating others’ ideas and responding to them.

I listen to, and consider the opinions of, others in discussions.

I take an active part in discussions and can take on different roles.

I explain ideas and opinions giving reasons and evidence.

I ask questions to develop ideas and take account of others’ views.

I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary.

I engage listeners through choosing appropriate vocabulary and register that is matched to the context.

I can express possibilities using hypothetical and speculative language.

**SPEAKING**

I can read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.

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