

Lancashire Primary Strategy: Literacy



'I Can' Reading Statements

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Produced by Lancashire Literacy Team

Reading Assessment Focuses

The 'I Can' statements link to the Assessment and Progression sheets and support children in their involvement in the targets setting process. They will need to be mediated and discussed with the children and be incorporated into their ongoing work. The statements have been organised to link to the new assessment focuses outlined below.

1. use a range of strategies, including accurate decoding of text, to read for meaning;
2. understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text;
3. deduce, infer or interpret information, events or ideas from texts
4. identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
5. explain and comment on the writer's use of language, including grammatical and literacy features at word and sentence level
6. identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader
7. relate texts to their social, cultural and historical contexts and literacy traditions

Level 1

My reading targets

1c

Decoding strategies (1)

- 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.
- I can read words from List 1

Understand, describe, select or retrieve.(2)

- 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..... (3)

- I can guess what is going to happen in a story that has repeated patterns.

Identify and comment on structure.... (4)

- 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 ...(6)

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

My reading targets

1b

Decoding strategies (1)

- I can read words from my teacher's List 1.
- 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.(2)

- 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..... (3)

- 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.... (4)

- 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 ...(6)

- I can choose my favourite book and talk about it.

My reading targets

1a

Decoding strategies (1)

- I can read words from my teacher's List 1.
- 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.(2)

- I can talk about the main event in a story.
- I can find information in a text.

Deduce, infer or interpret..... (3)

- 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.... (4)

- 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 ...(6)

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

Level 2

My reading targets

2c

Decoding strategies (1)

- 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.(2)

- 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..... (3)

- 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.... (4)

- I can show that I understand the way information texts are organised and use this to help me when reading.
- 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 ...(6)

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

My reading targets

2b

Decoding strategies (1)

- I can use punctuation to help me make my reading more interesting.
- I can read words from my teacher's List 2.
- 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 (2)

- 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 (3)

- 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 (4)

- 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) ... (5)

- 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 ... (6)

- I can make reading choices based on what I have read before.

My reading targets

2a

Decoding strategies (1)

- 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....(2)

- 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.... (3)

- 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... (4)

- 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) ... (5)

- 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 ...(6)

- I can make reading choices based on what I have read before.

Level 3

My reading targets

3c

Decoding strategies (1)

- 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.(2)

- 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..... (3)

- 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.... (4)

- 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) ... (5)

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

My reading targets

3b

Decoding strategies (1)

- 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.(2)

- 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..... (3)

- 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.... (4)

- 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) ... (5)

- 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 ...(6)

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

My reading targets

3a

Decoding strategies (1)

- 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.(2)

- 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..... (3)

- 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.... (4)

- 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) ... (5)

- 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 ...(6)

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

Level 4

My reading targets

4c

Decoding strategies (1)

- 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.(2)

- 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..... (3)

- 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.... (4)

- 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) ... (5)

- 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 ...(6)

- 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 (1)

- 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.(2)

- 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..... (3)

- 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.... (4)

- 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) ... (5)

- 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 ...(6)

- 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 (1)

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

Understand, describe, select or retrieve.(2)

- 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..... (3)

- 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.... (4)

- 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) ... (5)

- 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 ...(6)

- 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 (1)

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

Understand, describe, select or retrieve.(2)

- 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..... (3)

- 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.... (4)

- 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) ... (5)

- 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 ...(6)

- 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.. (7)

- 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.

My reading targets
5b

Understand, describe, select or retrieve.(2)

- I can use the skills of skimming, scanning and text-marking to identify key ideas.
- I can explore a text to support and justify my predictions and opinions. (point + evidence + explanation + evaluation)

Deduce, infer or interpret..... (3)

- I can identify the techniques the author has used to create moods, feelings, messages and attitudes.

Identify and comment on structure.... (4)

- I can comment on the structural choices the author has made to organise the text.
- I can comment and compare the language choices the author has made to present information over a range of non-fiction texts.

Explain and comment on the writer's use of language, (including grammatical and literacy features at word and sentence level) ... (5)

- I can compare, contrast and explore the styles of writers and poets finding examples in the texts.

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...(6)

- I can clearly identify the viewpoint in a text and provide a simple explanation.
- I can express and justify my reading and author preferences.

Relate texts to their social, cultural and historical contexts and literary traditions.. .(7)

- I can explain the key features, themes and characters across a range of texts.
- I can explain character profiles over a range of texts.
- I can explain themes over a range of texts. (Social, cultural and historical).

My reading targets

5a

Understand, describe, select or retrieve.(2)

- I can collect and organise key ideas from a range of sources.

Deduce, infer or interpret..... (3)

- I can identify and evaluate the techniques an author has used to create moods, feelings, messages and attitudes.

Identify and comment on structure.... (4)

- I can explore how the way in which a text is organised supports the writer's theme and purpose.
- I can explore how the author's choice of language supports the theme and purpose in non-fiction texts.

Explain and comment on the writer's use of language, (including grammatical and literacy features at word and sentence level) ... (5)

- I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations.
- I can recognise and discuss irony and how it affects the text.

Identify (and comment on writer's purposes and viewpoints and) the overall effect of the text on the reader ...(6)

- I can express a general awareness of the effect of a text and offer some explanation.
- I can articulate my responses to literature and identify how and why the text affects the reader.

Relate texts to their social, cultural and historical contexts and literary traditions.. (7)

- I can compare and contrast the key features of a range of texts at my level.
- I can compare and contrast characters across a range of texts at my level.
- I can compare and contrast themes across a range of texts at my level. (Social, cultural and historical).