

		Children's Names		
<b>Decode</b>		-	=	+
A	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud new words			
B	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			
C	Use the context of the sentence to help read unfamiliar words			
D	Read age appropriate texts with a good level of fluency and stamina			
E	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Year 3/4 writing National Curriculum)			
<b>Explain</b>		-	=	+
F	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words			
G	Use dictionaries, with support, to check the meaning of words that they have read			
H	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context			
I	Ask questions to improve their understanding of a text			
J	Use a range of known strategies appropriately to establish meaning in books that can be read independently, including context and grammar			
K	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say			
L	Use specific vocabulary and ideas expressed in the text to support own views			
<b>Retrieve</b>		-	=	+
M	Demonstrate familiarity with a wide range of books, including fairytales, myths and legends and retell some of these orally			
N	Identify main ideas drawn from one paragraph and summarise these			
O	Use text features to locate information, e.g. contents, indices, subheadings			
P	Locate and retrieve information using skimming, scanning and text marking			
Q	Retrieve and record information from non-fiction			
R	Extract information and, with support, make written notes			
S	Begin to use vocabulary from the text to support responses and explanations			

	<b>Interpret</b>	-	=	+
T	Predict what might happen from details stated and implied			
U	Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions			
V	Justify inferences with evidence <b>from the text</b>			
W	<b>Begin to recognise fact and opinion</b>			
X	Identify themes and conventions in a wide range of books <b>e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairytales/folk tales</b>			
	<b>Choice</b>	-	=	+
Y	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks			
Z	Read books that are structured in different ways and show some awareness of the various purposes for reading			
A A	<b>Identify the main purpose of a text</b>			
B B	<b>Explain how paragraphs have been used to organise a text</b>			
C C	<b>Understand and talk about the purpose of a specific paragraph</b>			
D D	Discuss words and phrases that capture the reader's interest and imagination <b>and give reasons why</b>			
E E	<b>Discuss the effect of specific language on the reader</b>			
F F	<b>Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them</b>			
G G	<b>Identify and name presentational devices in non-fiction</b>			
H H	Identify how language, structure and presentation contribute to meaning			
I I	Know that there are different forms of poetry			