

# Reading Stepping Stones

## Pathway Four

### Reading – Reading Like a Reader, Reading Like a Writer

I can apply my growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words.

I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

I can read books that are structured in different ways, including traditional stories, myths and legends.

I can check that the text makes sense to me, and re-read to clarify meaning.

I can retell familiar stories including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

I can learn and discuss a wider range of poetry by heart.

I can participate in a discussion about books which have been read to me, and those I have read myself.

I can identify and discuss themes and conventions in and across a wide range of my reading.

I can make inferences such as inferring characters' feelings, thoughts and motives from their actions, and can explain why.

I can ask questions to improve my understanding.

I can use contents pages and indexes to locate information.

I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

I can discuss the writer's viewpoint, and his use of words and phrases, commenting on the effect they have on the reader.

I can read for a range of purposes and understand that a writer's motive and context can influence meaning.

I can predict what might happen from details stated and implied.

I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

I can understand the meaning of new words I meet in context, and use a dictionary to check the meanings.

I can retrieve, record and present information from fiction and non-fiction texts.

I can identify how language, structure and presentation contribute to meaning (the greeting in letters, a diary written in the first person or the use of numbering or headings)

I can discuss and evaluate an author's use of language, including figurative language and its impact on the reader.

I can use quotes and refer to the text to support my answer.

I can read unfamiliar words that don't always follow the spelling rule.