KPI C1

Continuing to read an increasing range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Child Friendly Reading Targets

1. I can discuss my favourite author and explain why I enjoy their books.
2. I can discuss my favourite poet and explain how their poetry makes me feel.
3. I can discuss my favourite playwright and explain what I enjoy about their plays.
4. I can discuss my favourite non-fiction book and explain what I have learnt from it.
5. I can identify the features of different genres and text types, explaining which genre I prefer to read and why.
6. I can compare and contrast books, discussing similarities and differences.
7. I can discuss what I liked or disliked about a story/poem/book, backing up my reasons by giving examples from the text.
8. I can give opinions about characters and explain why I feel about them the way that I do.
9. I can discuss what I have learnt from a story and how the story links to real life.
10. I can recommend books I like to friends and discuss why they should read them.
11. I keep a reading journal of all books that I read.

Lower Order Questions

Tell me about your favourite author and why you like them.

Who is your favourite poet and why?

What plays have you read?

What non-fiction books have you read and what did you learn?

What did you think of the story? Did you enjoy it? Why/why not?

Pretend we haven't yet read the book. Can you tell me why we should buy this book?

What would X (character in story) choose to do if they came to our school?

What would you do with X (an object from the story)?

What have you learned from this story?

With a partner can you act out any part of the story?

What does this story make you think?

Can you draw a (character/place in the story) and add labels using words from the story?

Pretend you are X (character from the story). Tell me all about yourself.

Tell me 3 things about the story/chapter.

Middle Order Questions

If you were to recommend this book to someone, what would you say?

What would X (character from story) choose NOT to do if they came to our school?

Choose 2 objects from the story and tell me what you would do with them. Why?

What have you learned from this story and what does it make you want to do?

With a partner, can you mime the most important part of this story?

Did the story give you any new ideas about yourself? What did it make you think?

Can you draw a character and a place from the story and add labels using words from the story?

Pretend you are X (character from the story). Tell me the three most important things about yourself and why they are important.

Tell me how you felt when X happened.

Higher Order Questions

Why do you prefer X (author) to X (author)?

Persuade me to buy this book (don't forget to use persuasive language techniques!)

If X (character from book) visited our school, what would you do with them and say to them? Why?

What object in the book is most important? Can you talk for 2 minutes about the object and explain why you think it is the most significant/important?

How would you apply something you have learned from the story in the real world?

Can you draw the key character and add phrases from the text as labels?

Assume the role of the protagonist. Explain your actions in the story.

How does this story relate to your life?

Can you turn a scene from the story into a play script?

KPI C2
Reading books that are structured in different ways and reading for a range of purposes.
Child Friendly Reading Targets
A bank of assessment questions isn't appropriate for this KPI. Ensure that you encourage pupils to read challenging texts, such as classics. See the Book Trust website for recommendations of age-appropriate books. Make sure your pupils visit the library regularly.

KPI C3

Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.

Child Friendly Reading Targets

1. I can discuss the features of a myth/legend/traditional story

2. I can discuss the differences between these books.

3. I can name books I have read from our literary heritage and explain why they are significant.

4. I can discuss books from other cultures and traditions that I have read and explain how they are different to books from English culture.

Lower Order Questions

What are the features of a myth/legend/traditional story?

Can you think of any stories you have read with similar features?

What is the difference between X and Y?

Which books have you read from English literary heritage? Why is it significant?

Can you name any books you have read from other cultures? What did you learn about that culture's traditions?

Middle Order Questions

How do you know this is a myth/legend/traditional tale?

What makes a book from our literary heritage significant?

Compare and contrast books from our literary heritage with those from other cultures – what are the similarities and differences?

Can you think of some genre-related words and phrases that the author might use?

Why did the author begin the story in that way? Can you give me two or three reasons why you think that?

Why did the author choose to include X (a dilemma in the story)?

How is X (character from story) the same as X (character from story) and how are they different?

Describe how this plot is similar to X.

Talk for 2 minutes about the choice and effectiveness of the dilemmas in the story.

Why did the author choose to end the story in that way? Can you give me 2 or 3 reasons why you think that?

Higher Order Questions

Give me examples of how this is a myth/legend.

Compare and contrast books from our literary heritage with books from other cultures – which do you prefer and why?

Why did the author choose to open the story in such a way? Why did he/she not choose another form of opening?

Can you explain the significance of the main events in the story?

What kind of traits do you think the key characters might have? Why?

Compare and contrast X with X. How are they alike and how are they dissimilar?

Compare and contrast this plot with X. How are they similar and how are they different?

Why did the author choose to end the story in such a way? Why did he/she not choose a different ending?

What is the moral of the story?

What did you learn from the story?

Does this story relate to your life in any way?

Can you retell a key section of the story and tell me why you selected that?

KPI C4
Recommending books that they have read to their peers, giving reasons for their choices.
Child Friendly Reading Targets
1. I can complete book reviews. 2. I can recommend books to others and explain why they should read them. 3. I can use persuasive language to persuade others to read a book.
A bank of assessment questions is not applicable.

KPI C5
Identifying and discussing themes and conventions in and across a wide range of writing.

Child Friendly Reading Targets

1. I can identify common themes and conventions in a wide range of texts.
2. I can explain why it is a common theme, referencing similar texts that contain the same theme.
3. I can list the conventions of a particular text type and give examples.
4. I can discuss what I have learnt from the text.
5. I can discuss how the text links to my life.

Lower Order Questions

How would you classify the type of text you're reading?

What is the theme of this text?

What parts/features help you to understand the theme?

Have you read any texts with a similar theme?

What is the main idea/them of the first/last paragraph?

What is the main idea of the text? Can you give examples to support this?

Can you list the conventions of X?

Can you say why you think this text was written?

What have you learnt from the text?

Does the text remind you of anything in your own life?

Has anything like X ever happened to you?

Middle Order Questions

What was the author trying to achieve when writing the text?

How can you tell the theme is X?

How would you compare the themes of (text a) with the themes of (text b)?

What category would you put this book into? Why?

Can you summarise the themes/conventions of X?

What clues are there to suggest that the theme is X?

What ideas in the text show that X is the theme?

What are the lessons to learn from the text?

Why did the story end in that way?]

How did the story make you feel?

Higher Order Questions

Can you explain the themes/conventions of X?

Having read these books, compare and contrast the similarities and differences in the themes.

How well does the text fit the purpose that it was written for?

Can you explain how the theme develops as the story progresses?

What conclusions can you draw from the theme presented to you in this text?

Did you feel the write had an intended goal? Did they achieve it?

Talk about the choice and effectiveness of the dilemmas included in this story.

What lessons might we learn from this story?

If you were in the book, when would you have entered the story? Why?

KPI C6

Make comparisons within and across books.

Child Friendly Reading Targets

1. I have read a wide range of books and genres to compare.

2. I can compare themes in different books.

3. I can compare different genres of books, saying which I prefer and why.

4. I can discuss similarities and differences in plot/character/setting between different books.

5. I can look at elements of an author's style to identify common elements and then make comparisons between books.

6. I can consider how style is influenced by the time when the author wrote the book, and the intended audience.

7. I can consider when a story was first published and discuss the audience that the author had in mind.

7. I can make character comparisons.

8. I can identify stock characters in particular genres and look for evidence of characters that challenge stereotypes and surprise the reader, e.g. *in parody*

Lower Order Questions

Have you read books with a similar theme/genre/plot/character/setting?

Which other stories have you read which have openings/endings like this?

Character X does some unusual things. Which of those things have you done?

How is character X like someone you know?

Is this a modern or historical story? How do you know?

Is this a traditional tale from another culture? How do you know?

This is a historical story. What are the key features of the story?

Middle Order Questions

Can you think of another story, which has a similar theme; e.g. good over evil; weak over strong; wise over foolish?

Which other author handles time in this way; e.g. flashbacks; dreams?

Do you know of another story which deals with the same issues; e.g. social; moral; cultural?

This story is about anger/bullying/change. Have you experienced this? How were your experiences the same or different?

Describe different characters' reactions to the same event in a story.

How would you describe the author's style? What makes you describe it in this way?

How would you compare X author with X author? How are they similar/different?

Is it as good as ...?

How is it similar to ...?

How is it different to ...?

Which is better and why?

Higher Order Questions

Compare and contrast the styles of different writers and poets, giving examples from the text(s).

What is the theme underneath the story?

Does this story have a moral or a message?

How is the style of the book influenced by when it was written?

Have you recognized any stock characters?

Can you list any characters in different books that challenge stereotypes? How do they do this?

KPI C7

Learning a wider range of poetry by heart.

Child Friendly Reading Targets

Targets and questions are not appropriate for this KPI.

Ensure pupils have plenty of exposure to poetry. Have a 'Poem a Day' or a 'Poem a Week'. Invite poets into school. Have poetry competitions and poetry slams. Share poems in assemblies. Make sure pupils know at least 3 poems off by heart.

KPI C8

Preparing 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.

Child Friendly Reading Targets

Targets and questions are not appropriate for this KPI.

Ensure pupils can vary their voice – pitch, tone, intonation and expression to interest the reader, as well as demonstrating that they understand what they are reading.

KPI C9

Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Child Friendly Reading Targets

1. I know what context clues are.
2. I can look for context clues, before, at, and after the new word
3. I can predict the word's meaning, remembering that a wrong prediction is often a good start.
4. I can think more carefully about the word's meaning, trying to be as precise as the context clues permit.
5. I can justify how I know what the meaning of the word is.
6. I can show that I understand the new word by defining it.
7. I can extend my vocabulary by using the new word in a sentence.
8. I recognise that I may need to take other steps (e.g., look it up, ask someone) if I can't solve the context clues.
9. I can use a thesaurus to find synonyms for the new word.
10. I can use my knowledge of similar words and look at how the word is constructed to work the meaning out.

Lower Order Questions

What could the word mean?

Can you think of a plausible answer?

Can you spot a context clue?

Is the word a positive or negative word?

Does it remind you of any other words you know?

Can you write a definition for the word?

What type of word is it? Is it a noun, pronoun, preposition, verb, adjective, adverb, conjunction or determiner?

Middle Order Questions

What could the word mean? What makes you think that?

Can you list 3 plausible answers?

What are the context clues?

Does the word have positive or negative connotations? How do you know?

Does the word have a prefix or suffix that you recognize? What does this tell you?

Can you write a detailed definition and give an example of the word in a sentence?

What word class does the word fall under? How do you know the function it is playing in the sentence?

Higher Order Questions

What does the word mean? Explain why you have come to that conclusion.

Can you list 5 plausible answers? Which is most likely? Why?

How could the context clues be enhanced?

Could the positive/negative word be changed to have (the opposite) connotations? How would this change the sentence?

What is the root of the word? What does this suggest?

Can you provide a detailed definition and several examples of the word being used in different sentences?

What word class is the word? How does it give away its functionality? What could you add to the word to change its word class?

KPI C10
Asking questions to improve their understanding of a text.
Child Friendly Reading Targets
Targets and questions are not necessary for this KPI.

KPI C11

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Child Friendly Reading Targets

1. I can discuss how, if the character had made different choices, the story would have changed.

2. I can compare characters, justifying my comparisons with evidence from the text.

4. I can explain why a character did something.

5. I can explain a character's different/changing feelings throughout a story.

5. I can discuss how the plot would change if characters acted differently.

6. I can distinguish between statements of fact and opinion

7. I can provide reasoned justifications for my views.

Lower Order Questions

Why did the author begin the story in that way? Can you give me two or three reasons why you think that?

Can you write a 10 sentence plot skeleton of the story?

What are the 3 main events that happen in this story?

Why did the author choose to include X (a dilemma in the story)?

How is X (character from story) the same as X (character from story) and how are they different?

Describe how this plot is similar to X.

Talk for 2 minutes about the choice and effectiveness of the dilemmas in the story.

Why did the author choose to end the story in that way? Can you give me 2 or 3 reasons why you think that?

What is similar/different about two characters?

Middle Order Questions

What are the clues that a character is liked/disliked/envied/feared/loved/hated etc...?

Describe different characters' reactions to the same event in a story.

Why is 'x' (character/setting/event) important in the story?

What makes this a successful story? What evidence do you have to justify your opinion?

Does it work? Could it be better? How?

What is the most ... important/exciting part of the text?

Why has the author written this article?

How does the writer try to make sure the reader will do what is recommended?

Give a statement. Is this a fact or opinion?

Is there an alternative point of view?

What would happen if that opinion was a fact? What advice would you give 'x'?

Why has the writer included ...?

Why has the writer written/included/chosen these words...?

What else could the writer have done? What impact would that have had?

Which character(s) does the writer want you to be more/less sympathetic to? How have they done this? Are they successful?

What is your opinion? What evidence do you have to support your view?

Higher Order Questions

Using all the evidence available, can you tell me what you feel about...?

Given what you know about ... what do you think?

How would the views put across in this text affect your views on...?

What would this character think about... (possibly a present day situation)?

Why do you like 'x's (author/poet) work? Choose one thing and say why you like it.

How would you feel in this situation?

Has anything like this happened to you? How did you feel?

What advice could you give to a character?

Who is the audience for this text? How do you know?

What tricks has the writer used to persuade the reader? How successful is a text in persuading you or not? Why?
Who is the 'voice' or point of view in this story/poem? How do you know? Why do you think the writer has chosen to do this?

What would be different if this story/poem was written from another character's point of view?

What do you think character 'x' thinks of character 'y'? How do you know?

(1st person writing) Is the author 'talking' or is it a character pretending to be the author? How do you know?

KPI C12

Predict what might happen from details stated and implied.

Child Friendly Reading Targets

1. I can predict what the story might be about, using evidence to support my predictions.
2. I can predict what might happen next and explain why I think that, using quotes from the text.
3. I can predict the types of characters in the story and what their actions might be.
4. I can make the distinction between stated and implied evidence.
5. I can make predictions about the type of language that might be used in the story, based on the genre/style.

Lower Order Questions

How do you think the story will start? What makes you think that?

Using the story's title as a clue, what do you think the story will be about?

What do you think will happen next? Why?

What do you think will happen in the middle of the story?

What kind of words do you think the author will use?

What kind of places will there be in this story?

What kind of people will there be in the story?

What kind of sentences do you think the author will use?

Middle Order Questions

What do you think the first words in the story will be? What makes you think that?

From the title, what do you think will happen in the story? Why?

What do you think will happen immediately after this and how will it affect the story?

Can you predict what will occur later in the story? What evidence are you basing your prediction on?

Why kind of fairy tale (substitute as appropriate) language do you think the author will use? Why?

Where do you think the story will start and end? What evidence are you basing these predictions on?

Can you list the kind of characters you think we'll meet in the story? What makes you think that?

What do you think won't happen in the story? Why?

What kind of sentences do you think the author will use and why?

Higher Order Questions

What kind of opening do you think the author will choose?

Using only the title, can you predict the plot of the book?

What do you think the author will reveal and how will it shape the rest of the plot?

What dilemmas might the character face throughout the story? What makes you think that?

Can you name some genre related words and phrases that you think the author might use?

What range of locations do you think the author will include in the story? Why?

What kind of traits do you think the key characters will have? What evidence is that based on?

How likely do you think X is?

Name some sentence types you think the author will use next. Why do you think they will use them?

KPI C13

Summarises the main ideas drawn from more than one paragraph, identifying key details and using quotations for illustration.

Child Friendly Reading Targets

1. I can summarise the main ideas drawn from more than one paragraph, recording these in writing.
2. I can identify key details that support the main ideas.
3. I can use quotes to illustrate the main ideas.

Lower Order Questions

Can you highlight/label the main ideas?

What is this (point) paragraph/sentence about?

What is the main idea/theme of the first paragraph?

What is the purpose of the text?

Can you find the word the author uses to describe…?

Can you remember how many/how long/how far etc.?

Using the information from the story/chapter, can you draw a diagram of the event?

What kind of book is this? Tell me why you think this.

Did anyone do anything you liked? Tell me why you liked it.

Did anyone do anything you didn't like? Tell me why you didn't like it.

Tell me three things that happened in order.

Tell me about something that went wrong (a problem) in the story and how it was solved.

How is a character feeling? How do you know?

Tell me about a place in the story. What is interesting about it?

Tell me some good (effective) words in the story. What makes them good?

Tell me something you knew about the book before you read it

Middle Order Questions

Using the cover and skimming through the text, can you tell me as much as possible about the kind of book this is?

Tell me about some important good (positive) things the characters did. Why do you think these are important? Use quotes from the text to support this view.

Tell me about some important bad (negative) things a character did. Why do you think these are important? Use quotes from the text to support this view.

Tell me three things that happened at the start of the story/chapter in order. Tell me three things that happened at the end of the story/chapter in order.

Order some of the problems in the story from minor to major.

Explain how a character is feeling using evidence and quotes from the text.

How did the setting make the story more interesting?

Which words and phrases were most effective when describing the setting?

What is the difference between the first and second paragraph?

Can you compare and contrast the ideas in these two paragraphs?

What are the other ways in which the information might be organised?

What is the main idea? Can you summarise it in your own words?

Which statements support the writer's point of view?

Which words/phrases show what the character was thinking?

Can you turn any parts into a graph or table?

Higher Order Questions

If the text was re-written in only 50 words, what are the key points that mustn't be missed out?

What difference would you make to the text to make the information easier to retrieve?

Can you find the parts of the text that indicate the writer's viewpoint?

Which ideas justify the actions of X?

On a scale of 1-10, list the main ideas of the text (most important first).

Can you tell me the genre that you think this book wild be? What makes you think that?

Were the actions of any of the characters ones you agreed with? Tell me why you agreed with them.

Were any of the actions ones you disagreed with? Tell me why you disagreed with them.

In your own words, talk for three minutes about the major sequential events in the story.

In your own words tell me about the major dilemma in the story. Why do you feel it is crucial?

Analyse the author's language use to explain how he/she depicts the feelings of the character. Is it effective? Why/why not?

Describe techniques the author used to convey a sense of place.

Describe the author's use of language. Why was it effective (or not)?

KPI C14

Identifying how language, structure, and presentation contribute to meaning

Child Friendly Reading Targets

1. I can identify the type of language the author has used and explain why they used it.
2. I can discuss the structure of the text and how it contributes to the meaning.
3. I can discuss how the presentation of the text contributes to the meaning.

Lower Order Questions

Name 3 words the author uses to describe X.

Which words does the author use to add variety?

Which words has the author used to show that X is feeling X?

Which phrases convey the mood of the text?

Why are (type of sentences) being used by the writer here in the story?

If you could interview the author what questions would you use to ask them about the text?

Why do you think the author used this word?

Why did the author structure the text in this way?

Why did the author choose to present the text in this way?

What is the effect of X on the reader?

Middle Order Questions

Can you select extracts from the text that show the writer's point of view?

Why do you think the author used X?

What language choices would you change if you were the author?

If you were the writer, would you structure the text in this way?

What is your opinion of the words/phrases that the author uses?

What is your opinion of the structure/presentation?

Higher Order Questions

What do you think the writer meant by 'x'?

Which words do you think are most important? Why?

Which words do you like the best? Why?

What is your opinion of the words/phrases the author has used to describe X?

Would it be better/worse if the author had used a different word/phrase to describe X?

What words/structure/presentation might the author use if they were writing for a different audience?

What words/structure/presentation might the author use if they were writing for a different purpose?

Which of these two texts is more effective in terms of the writer's use of language/structure/presentation?

KPI C15

Discussing and evaluating how authors use of language, including figurative language, considering the impact on the reader.

Child Friendly Reading Targets

1. I can consider the author's use of language and how their style is influenced by the intended audience.

2. I can analyse the author's use of language to evoke a sense of time and place.

3. I can identify particular techniques the author uses, such as figurative language, describing a character's response, adding details of sights and sounds.

4. I can evaluate the impact these techniques have on the reader.

5. I can recognise that the narrator can change and be manipulated, e.g. *a different character takes over the story-telling, the story has 2 narrators.* I can talk about the effect that this has on the story and the reader's response.

6. I can recognise that authors can use dialogue at certain points in a story to, e.g. *explain plot, show character and relationships, convey mood or create humour.*

Lower Order Questions

What does the word 'x' tell you about 'y'?

Find two or three ways that the writer tells you 'x'.

What does this... word/phrase/sentence... tell you about... character/setting/mood etc?

Highlight a key phrase or line.

By writing a line in this way what effect has the author created?

In the story, 'x' is mentioned a lot. Why?

Middle Order Questions

The writer uses words like ... to describe .... What does this tell you about a character or setting?

What other words/phrases could the author have used?

The writer uses ...words/phrases...to describe ... How does this make you feel?

How has the writer made you and/or character feel ...happy/sad/angry/ frustrated/lonely/bitter etc?

Has the writer been successful in their purpose or use of language?

Higher Order Questions

What do you think the writer meant by... 'x'?

Which words do you think are most important? Why?

Which words do you like the best? Why?

The author makes an action/description 'like' something else. Why?

The author states that 'x' is something it isn't. What is the effect of this? Why have they done this?

KPI C16

Distinguish between statements of fact and opinion.

Child Friendly Reading Targets

1. I can pick out key facts and explain how I know they are factual.
2. I can pick out opinions and explain how I know they are opinions.
3. I can explain the difference between fact and opinion.
4. I can spot opinion in journalistic writing and in advertising.
5. I can identify bias.

Lower Order Questions

Which statements are facts?

Which statements are opinions?

Which passages of the text demonstrate the personality of the author?

Name 3 words that show the author's point of view.

Is this piece of writing fair or is it biased? How do you know?

Middle Order Questions

Can you list the parts of the text that indicate the writer's viewpoint?

Can you list the elements that show it contains opinion?

Can you select extracts from the text that provide evidence for the writer's point of view?

What is the ratio of fact to opinion in this piece?

How does the opinion affect the reader?

What are the points in the text that might persuade the author to X?

Which points made by the author do you agree/disagree with? Why?

Higher Order Questions

Can you identify sections in the text that show how the author feels about X?

How can you prove that the ideas presented by the author are reliable?

How would you evaluate the techniques use by the writer to persuade the reader?

What facts can you gather that prove/disprove the writer holds the correct/false point of view?

Which of these texts (compare 2) is more factual? Find similarities and differences between the 2.

Which of these texts is most opinionated?

What impact will the opinion have on the reader?

Using clues in the text can you explain how you know that the reader is trying to persuade the reader to believe X?

What ideas justify the writer's point of view?

If the writer assumed a different frame of reference (opinion) which parts of the text would need to be re-written?

KPI C17

Retrieves, records and presents information from non-fiction.

Child Friendly Reading Targets

1. I can read books that are structured in different ways.

2. I can read for a range of purposes.

3. I can use the contents page, index and glossary to retrieve information quickly and efficiently.

4. I can record information in my own words.

5. I can present information, using organizational devices, such as bullet points or tables.

6. I can identify how language, structure and presentation contribute to meaning.

7. I can compare different non-fiction books and evaluate their effectiveness.

Lower Order Questions

Explain what fiction means.

Explain what non-fiction means.

How is the contents page/glossary/index helpful?

Can you name 3 features of a non-fiction book?

How would you find X?

What would you expect the blurb to say on a non-fiction book?

Middle Order Questions

What would be the quickest way to locate X?

Why do you think the author chose to use question/bullet/subheading/table etc to present the information?

How does the title/layout encourage you to read on?

How does the layout of the page/chapter/book etc help you to find information quickly/clearly?

How are the different sections made clear?

Where does it tell you that...?

Why has the writer written instructions/information in this way?

In what ways do the illustrations support the instructions?

Which instructions/illustrations is the easiest to follow? Why?

Who do you think this information is for?

What tense have these instructions been written in? What would happen if I changed tense?

How could you adapt these instructions for younger pupils?

Higher Order Questions

Explain what fiction means, give an example and explain the features you might find in different fiction genres.

Explain what non-fiction means, give an example and explain the features you might find in non-fiction books.

How could these instructions/information texts be improved?

What would be the impact on the reader if the contents page/index/glossary didn't exist?

How quickly can you locate X? What method did you use? Was it the most effective? How do you know?

Has the writer/page designer/editor been successful (purpose/audience/organisation/use of language)?

Compare the given instructions. Which are more effective and why (clarity/layout/use of language/use of illustrations/colour etc)?

How does the writer/page designer/editor make sure that the reader reads the text in a certain way?

Compare two non-fiction texts on a similar theme/topic. Evaluate the purpose, audience, organisation and use of language.

KPI C18
Participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
Child Friendly Reading Targets
I can respect the views of others, even if I disagree with them. I can listen to other's views and say whether or not I agree/disagree with them. I can take other viewpoints into consideration when forming my own opinions. If I don't agree with something, I can explain why – challenging the view courteously and politely.
A bank of assessment questions is not applicable for this KPI.

KPI C19
Explaining and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Child Friendly Reading Targets
1. I have the confidence to take part in formal presentations and debates. 2. I can express my views clearly and eloquently, making them clear for the listener to follow. 3. I use the appropriate level of formality in my vocabulary choices.
A bank of assessment questions is not applicable for this KPI.

KPI C20
Providing reasoned justifications for their views.
Child Friendly Reading Targets
1. I can back up my ideas with evidence from the text. 2. I can explain why I think something, giving a well justified reasons. 3. I can provide more than one example of why my view is valid.
A bank of assessment questions is not applicable for this KPI.

Joe Bloggs, Y5

My Reading Targets:

1. I know what context clues are.

2. I can look for context clues, before, at, and after the new word

3. I can predict the word's meaning, remembering that a wrong prediction is often a good start.

4. I can think more carefully about the word's meaning, trying to be as precise as the context clues permit.

5. I can justify how I know what the meaning of the word is.

6. I can show that I understand the new word by defining it.

7. I can extend my vocabulary by using the new word in a sentence.

8. I recognise that I may need to take other steps (e.g., look it up, ask someone) if I can't solve the context clues.

9. I can use a thesaurus to find synonyms for the new word.

10. I can use my knowledge of similar words and look at how the word is constructed to work the meaning out.

| Year 6 Guided Reading Record | | Class: | | Term: | | Teacher: | |

KPI C9: Work out the meaning of the words from the context

Child Friendly Reading Targets

1. I know what context clues are.	6. I can show that I understand the new word by defining it.
2. I can look for context clues, before, at, and after the new word	7. I can extend my vocabulary by using the new word in a sentence.
3. I can predict the word's meaning, remembering that a wrong prediction is often a good start.	8. I recognise that I may need to take other steps (e.g., look it up, ask someone) if I can't solve the context clues.
4. I can think more carefully about the word's meaning, trying to be as precise as the context clues permit.	9. I can use a thesaurus to find synonyms for the new word.
5. I can justify how I know what the meaning of the word is.	10. I can use my knowledge of similar words and look at how the word is constructed to work the meaning out.

DATE	TARGET	TEXT	NAMES OF CHILDREN					