

Name _____ Class _____

Band 2 - English Reading
 Comprehension


b

b+

w

W+

S

S+

- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.
I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.
I can enjoy reading and discussing the order of events in books and how items of information are related.
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.
I can enjoy reading by recognising repeated themes and ideas in stories and poems.
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.
I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.
I can talk about my favourite words and phrases.
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.
I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.
I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading.
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.
I can spot if a word has been read wrongly by following the sense of the text.
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.
I can say how the characters might feel in a story I have read or heard on the basis of what is said and done and answer questions.
- ☐ Make inferences on the basis of what is said and done in a book he/she is reading independently.
I can say how the characters might feel in a story I am reading on my own on the basis of what is said and done.
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.
I can ask and answer questions about the books or stories I am reading and make links.
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.
I can say what might happen next in a story based on what has happened so far.
- ☐ Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.
I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.
- ☐ Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.
I can explain what I think about books, poems and other material that I have read or heard.