

Name _____ Class _____

Band 1 - English Reading
 Comprehension


b

b+

w

w+


 S

S+

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which he/she can read independently.**
I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.

- Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what is read or heard read to his/her own experiences.**
I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.

- Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.**
I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features.

- Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.**
I can enjoy and understand rhymes and poems, and can recite some by heart.

- Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.**
I can explain the meaning of words that I know and I can talk about the meaning of new words. I can link the meaning of new words to those I already know.

- Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.**
I can use what I have already read or heard, or information a teacher has given me, to help me understand what I am reading.

- Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading.**
I can usually spot if a word has been read wrongly by following the sense of the text.

- Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.**
I can talk about the title and events in books I have read or heard read.

- Understand both the books he/she can already read accurately and fluently and those he/she listens to by 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.

- Understand both the books he/she can already read accurately and fluently and those 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.

- Participate in discussion about what is read to him/her, 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 clearly his/her understanding of what is read to him/her.**
I can explain clearly my understanding of texts which have been read to me.