

| DERIC | Reading Objectives | | Initials | |
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| DECODE | 1 | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud new words | | |
| | 2 | Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | | |
| | 3 | Use the grammatical structure of the sentence to help read unfamiliar words | | |
| | 4 | Read age appropriate texts with a good level of fluency and stamina | | |
| | 5 | Show understanding through intonation, tone, volume and action when performing poems and playscripts | | |
| | 6 | 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) | | |

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| EXPLAIN | 7 | 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 | | |
| | 8 | Use dictionaries, independently , to check the meaning of words that they have read | | |
| | 9 | Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context | | |
| | 10 | Ask questions to improve their understanding of a text | | |
| | 11 | 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 | | |
| | 12 | Identify descriptive devices within a text, e.g. expanded noun phrases, adverbial phrases, similes etc. | | |

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| RETRIEVE | 14 | Demonstrate increasing familiarity with a wide range of books, including fairy tales, myths and legends and retell some of these orally | | |
| | 15 | Identify main ideas drawn from more than one paragraph | | |
| | 16 | Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text | | |
| | 17 | Extract information and, independently, make written notes | | |
| | 18 | Identify explicit details from the text, showing exactly where in the text they found the information | | |
| | 19 | Retrieve and record information from non-fiction | | |
| | 20 | Use specific vocabulary, and ideas expressed in the text, to support own responses | | |
| | 21 | Skim whole texts in order to get a general overview of the material | | |
| | 22 | Scan whole texts in order to find specific facts | | |

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| INTERPRET | 23 | Predict what might happen from details stated and implied | | |
| | 24 | Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions | | |
| | 25 | Justify inferences with evidence from the text | | |
| | 26 | Recognise and distinguish between fact and opinion | | |
| | 27 | Identify themes and conventions in a wide range of books e.g. make relevant links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters) | | |
| | 28 | Begin to infer underlying themes and ideas | | |

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| CHOICES | 29 | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks | | |
| | 30 | Read books that are structured in different ways and show some awareness of the various purposes for reading | | |
| | 31 | Discuss words and phrases that capture the reader's interest and imagination and give reasons why | | |
| | 32 | Identify how vocabulary choices affect meaning, including atmosphere and mood | | |
| | 33 | Explain the effect of specific techniques, e.g. simile, metaphor, repetition and exaggeration; on them as a reader | | |
| | 34 | Identify how language, structure, and presentation contribute to meaning | | |
| | 35 | Identify how a range of presentational devices guide the reader in non-fiction | | |
| | 36 | Identify features that characterise books set in different cultures or historical settings | | |
| | 37 | Evaluate the overall quality of a text, as well as the inclusion of specific features | | |
| | 38 | Discuss viewpoints in a text, where appropriate, of more than one character | | |
| | 39 | Make simple links between texts and to the wider world, including personal experiences | | |
| | 40 | Recognise some different forms of poetry [for example, free verse, narrative poetry] | | |