

DERIC	Reading Objectives		Initials	
			-	+
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, including –cious, -tious, - tial, -cial; chef, chalet, machine, brochure – French in origin		
	2	Read with fluency and stamina		
	3	Evaluate texts quickly in order to determine their usefulness or appeal		
	4	Show understanding through intonation, tone and volume so that meaning is clear to an audience when performing poems and playscripts		
	5	Use punctuation, structure and speech punctuation to determine intonation and expression when reading aloud to a range of audiences.		
	6	Perform their own compositions, using appropriate intonation, volume, & movement so that meaning is clear (Yr 5/6 National Curriculum writing)		

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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	Check the text makes sense to them by discussing their understanding and exploring the meaning of words in context (<i>Strand 2a</i>)		
	9	Ask questions to improve their understanding of a text		
	10	Participate 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		
	11	Explain 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		
	12	Provide reasoned justifications for their views		
	13	Identify a range of descriptive devices including figurative language, e.g. personification		

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RETRIEVE	14	Demonstrate increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction from our literary heritage, and books from other cultures and traditions		
	15	Retrieve, record and present information from non-fiction <i>(Strand 2b)</i>		
	16	Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words		
	17	Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas <i>(Strand 2c)</i>		
	18	Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources		

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INTERPRET	19	Predict what might happen from details stated and implied <i>(Strand 2e)</i> and provide justifications from the text		
	20	Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers		
	21	Draw inferences such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence <i>(Strand 2d)</i>		
	22	Compare the behaviour and feelings of different characters in a text and how their interactions impact upon one another		
	23	Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)		
	24	Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative		
	25	Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback		

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CHOICES	26	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and references books or textbooks		
	27	Identify how language, structure, and presentation contribute to meaning <i>(Strand 2f)</i>		
	28	Read books that are structured in different ways and read for a range of purposes		
	29	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader <i>(Strand 2g)</i>		
	30	Identify and comment on genre-specific language features used e.g. shades of meaning between similar words		
	31	Evaluate how successfully the organisation of a text supports the writer's purpose		
	32	Evaluate how authors use language, including figurative language, considering the impact on the reader		
	33	Compare and discuss accounts of the same event through different character viewpoints		
	34	Explore a similar theme or topic written in a different genre		
	35	Recommend books and authors that they have read, giving reasons for their choices to enable them to make links between authors and suggest similar texts		
	36	Make comparisons within and across books <i>(Strand 2h)</i>		
	37	Recognise texts that contain features from more than one genre, or demonstrate shifts in formality		
	38	Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this		