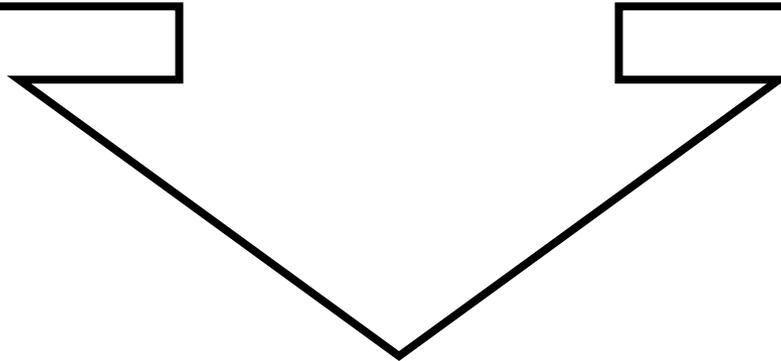
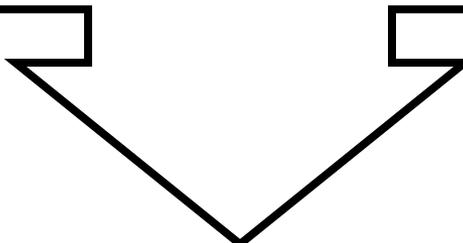


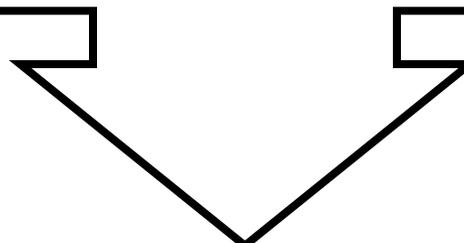
In primary 4  
I am improving  
my reading skills.  
To do this...



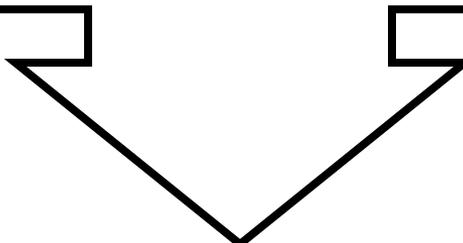
I can use the front cover, title, blurb, author, illustrations and words to make reading choices.



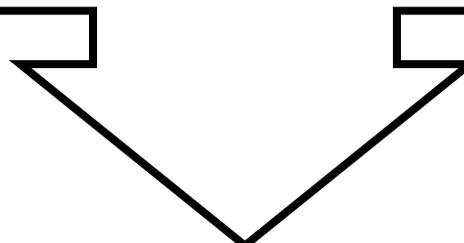
I can retell a story – beginning, middle and end – picking up most of the main points.



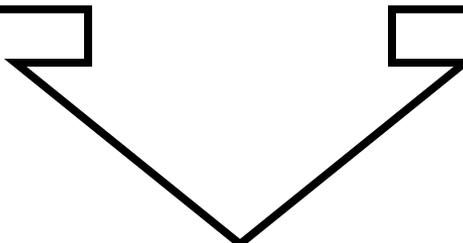
I can identify and find key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams.

A large, hollow, downward-pointing arrow with a black outline, centered below the first text box.

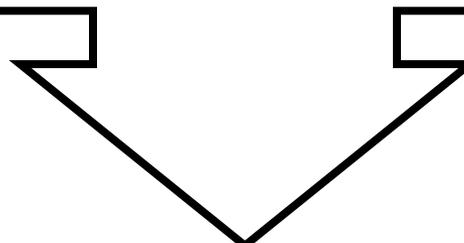
I can relate texts to my own experiences, including settings and incidents, showing empathy and understanding.

A large, hollow, downward-pointing arrow with a black outline, centered below the second text box.

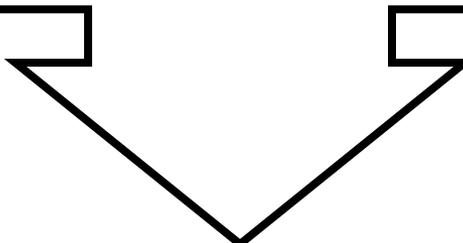
I can use a variety of strategies to read unknown words.

A large, hollow, downward-pointing arrow with a double-line border, centered between the two text boxes.

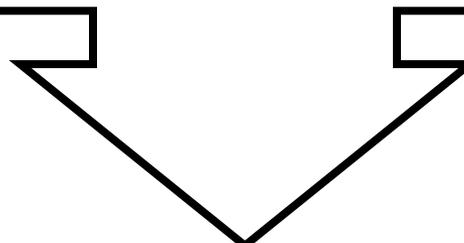
I can read aloud with expression, understanding and intonation using a wide range of punctuation (! ... “”).

A large, hollow, downward-pointing arrow with a double-line border, centered below the second text box.

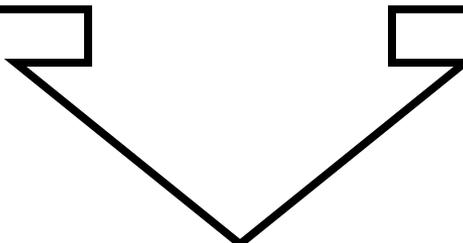
I can read an increasing number of common/high frequency words.

A large, hollow, downward-pointing arrow with a black outline, centered between the two text boxes.

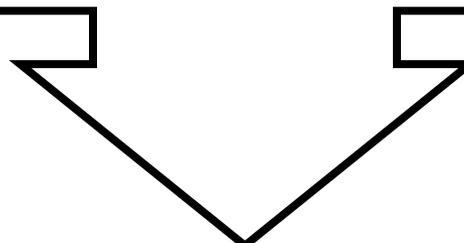
I can explain the meaning of WOW words in context.

A large, hollow, downward-pointing arrow with a black outline, centered below the second text box.

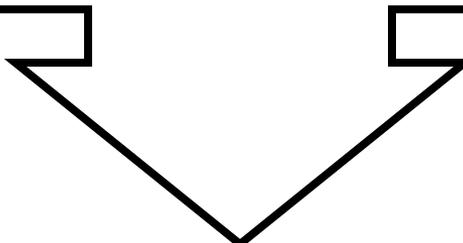
I can talk about how  
different words and phrases  
affect meaning.



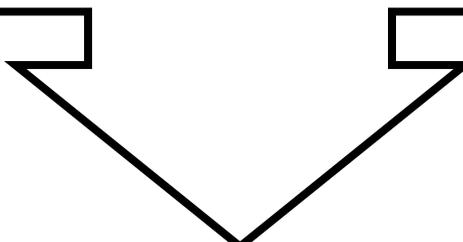
I am beginning to read  
between the lines using  
clues in the text and pictures.



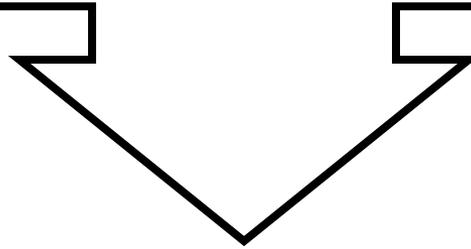
I can discuss what I know about characters from their actions etc.

A large, hand-drawn arrow pointing downwards, connecting the top box to the bottom box.

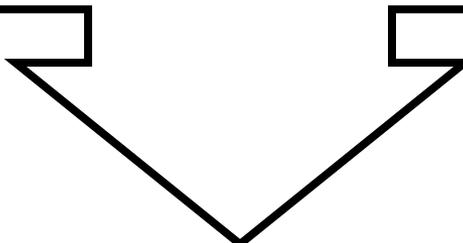
I can offer own ideas about writer's use of language, structure and/or setting.

A large, hand-drawn arrow pointing downwards, connecting the bottom box to the next level.

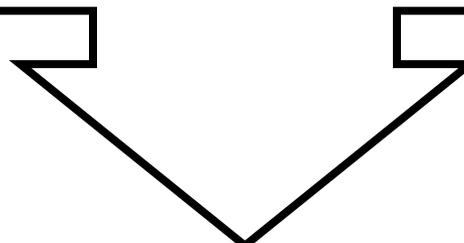
I can offer own ideas about  
writer's message and relates  
these to personal experiences .



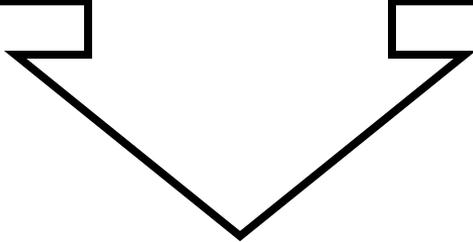
I can find information in books and online using pictures, search engines, contents, glossary etc..



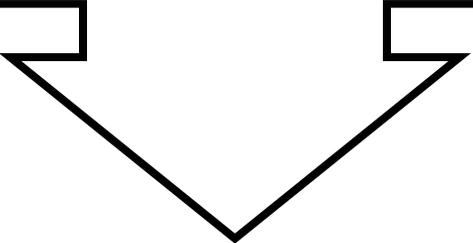
I can ask questions before reading non-fiction then look for the answers in the text.



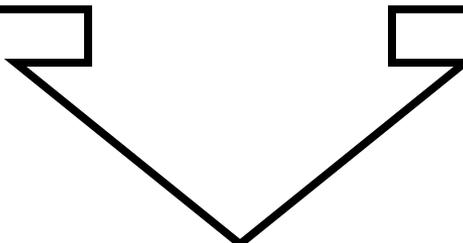
I recognise the  
difference between fact  
and opinion.

A large, hollow, downward-pointing arrow with a simple outline, indicating a logical flow from the first statement to the second.

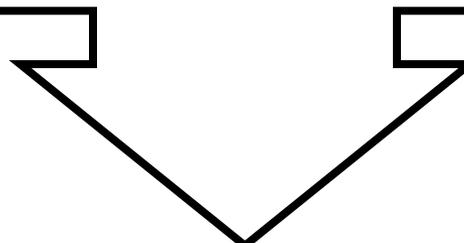
I can find, select, sort,  
highlight, classify, organise  
and use information.

A large, hollow, downward-pointing arrow with a simple outline, indicating a logical flow from the second statement to the third.

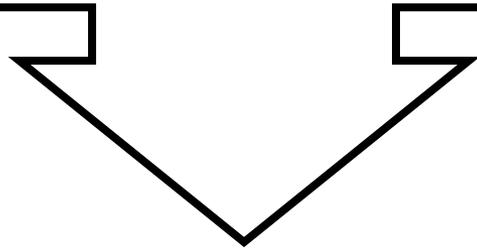
I can make notes on what I have read under given headings.



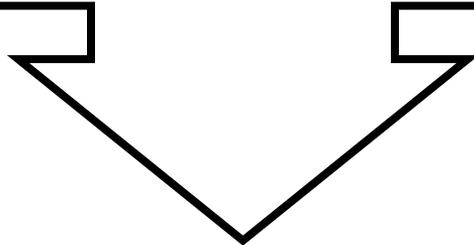
I am starting to create new texts using notes and from what I read, listen and watch.



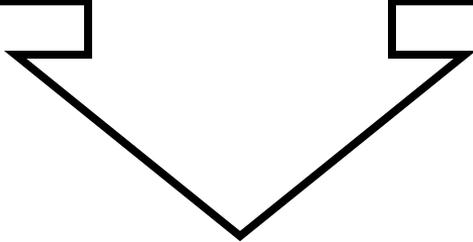
I can explain my preferences for particular texts and authors.



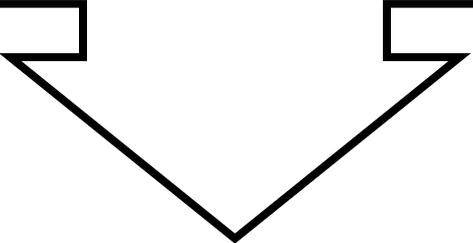
I am starting to create new texts using notes and from what I read, listen and watch.



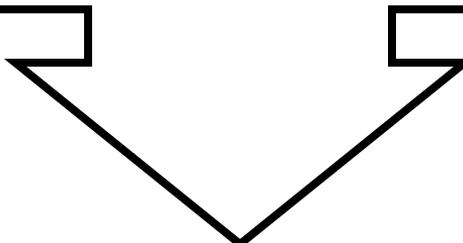
I can decode unknown words by  
Pronouncing familiar letter  
patterns and blends.



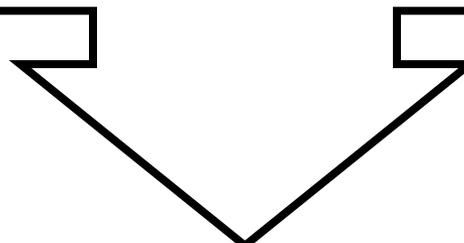
I am able to use punctuation  
and grammar to read with  
understanding and expression.



I can identify the main ideas of texts and make suggestions about the purpose of a text .

A large, hollow, downward-pointing arrow with a simple outline, centered between the two text boxes.

I am able to answer literal, inferential and evaluative questions about texts.

A large, hollow, downward-pointing arrow with a simple outline, centered below the second text box.