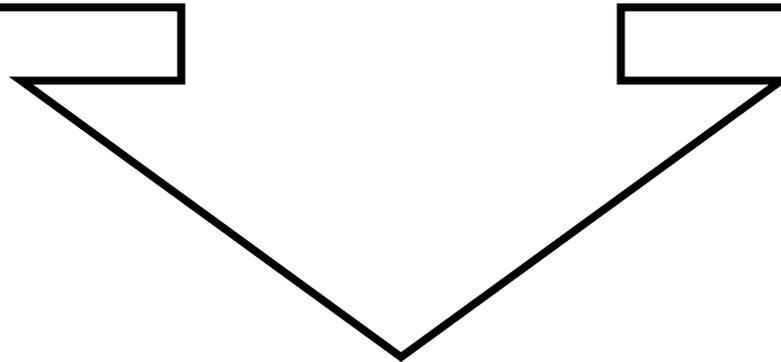
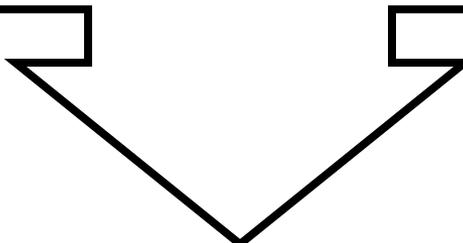


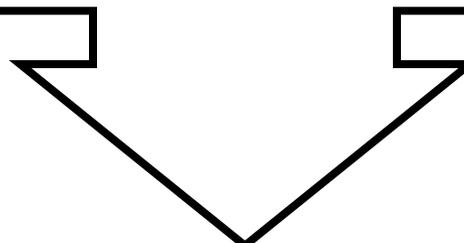
In primary 7
I am improving
my reading skills.
To do this...



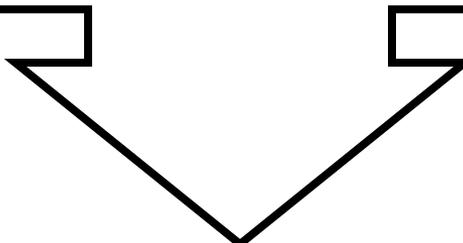
I can work out the meaning of unknown words from the way they are used in context.



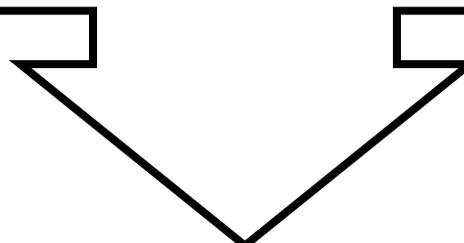
I can understand and explain the function of punctuation such as (;:’-()).



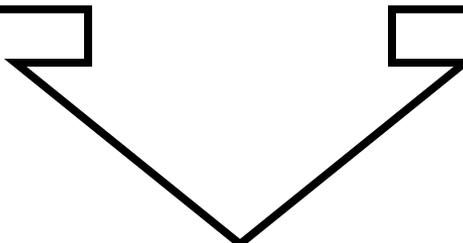
I can skim and scan non-fiction texts to speed up my research.



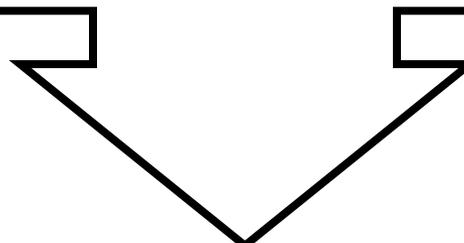
I can refer to the text to make predictions, clarify ideas and summarise.



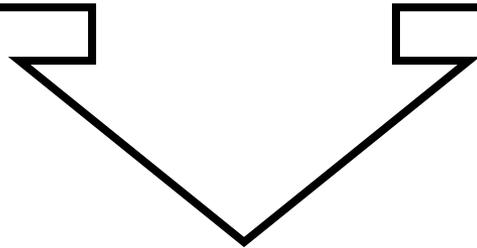
I can identify and discuss the implicit and explicit point of view of some texts and how this effects the reader.

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

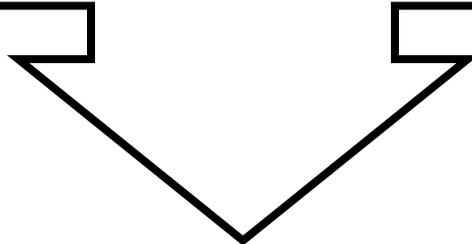
I can explain a character's motive throughout a story and use evidence from the text to back up my opinion.

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

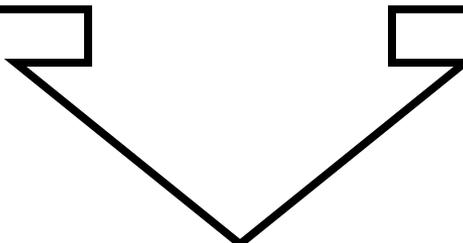
I can explain how an author organises a fiction text using plot structure, flash back/forwards etc.



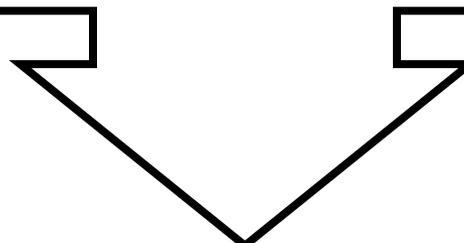
I can decide on the quality and usefulness of a range of texts and explain this to others.



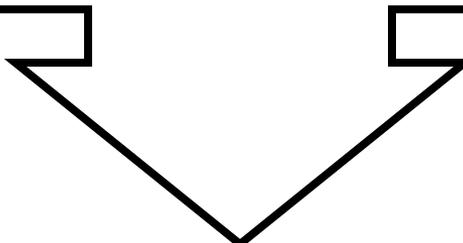
I can infer messages, moods, feelings and attitudes across a text.



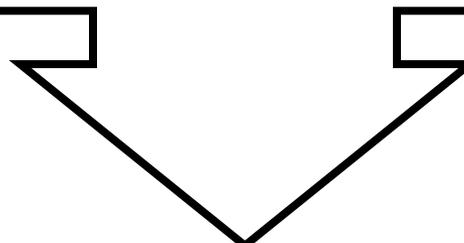
I can find and collate key ideas and information from a range of useful / reliable sources.



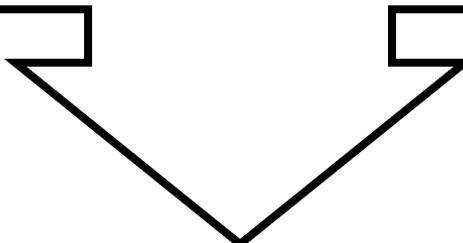
I can discuss the success of texts in provoking particular responses.



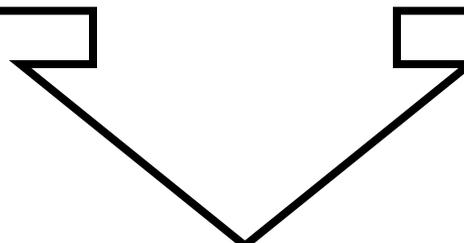
I can identify why a long-established novel may have retained its lasting appeal.



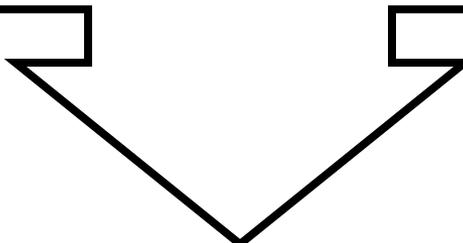
I can recognise which character the writer wants the reader to like/dislike and how this has been achieved.

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

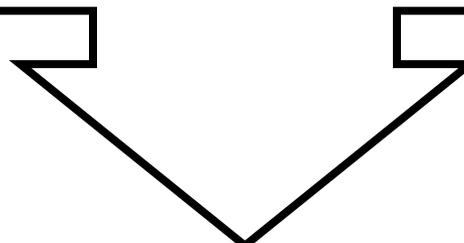
I can discuss the difference between literal and figurative language and discuss the effects on imagery.

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

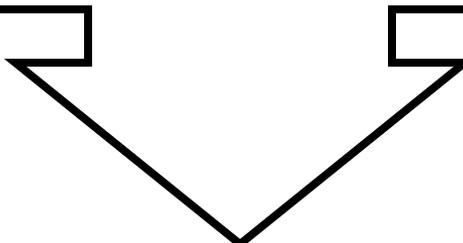
I can evaluate the success of a text using evidence that refers to language, genre, theme and style.



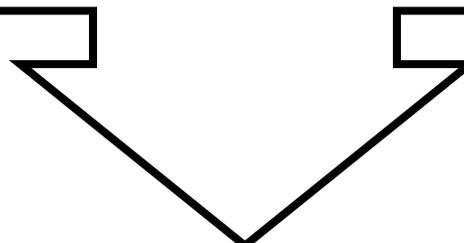
I can sometimes recognise the use of irony and comment on the writer's intention e.g. sarcasm, mockery etc.



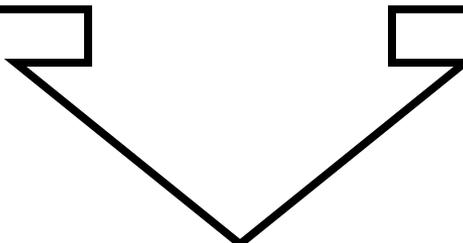
I can explore texts to support and justify my predictions and opinions.

A large, hollow, downward-pointing arrow with a simple outline, positioned centrally below the first text box.

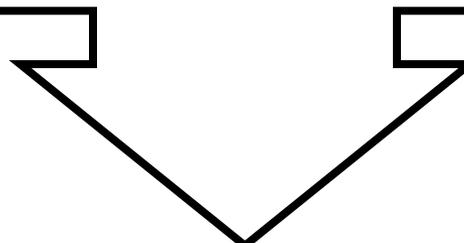
I can identify the purpose, main ideas, audience and organisation of texts and evaluate the success of each element.

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

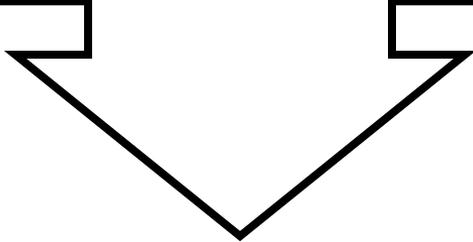
I am beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction.

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

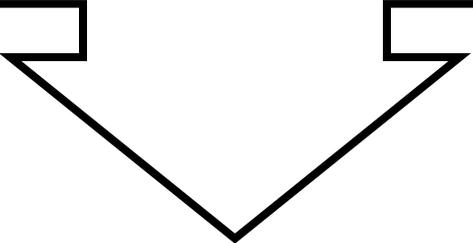
I can compare and contrast themes across a range of texts.

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

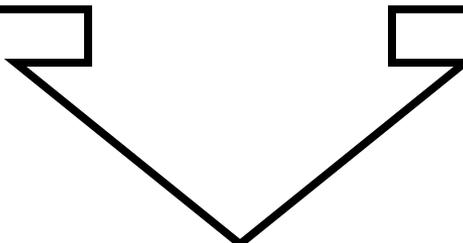
I can declare and justify personal preferences for writers and types of texts.

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

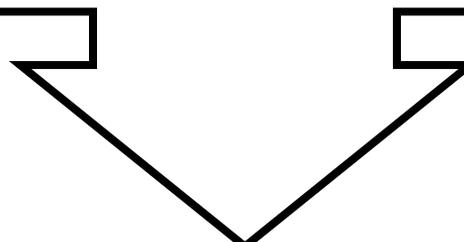
I can describe and evaluate the styles of individual writers and poets, providing evidence.

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

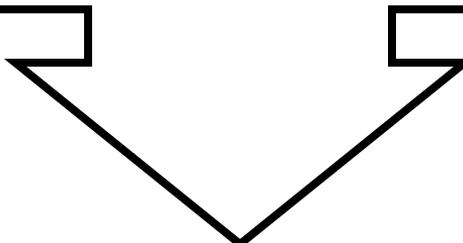
I can explore the text and justify predictions and opinions (point + evidence + explanation + evaluation).



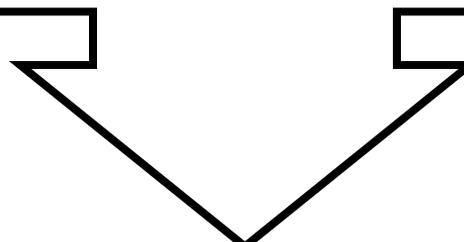
I regularly select texts for enjoyment or to find information for a specific purpose, explaining preferences for particular texts, authors or sources.



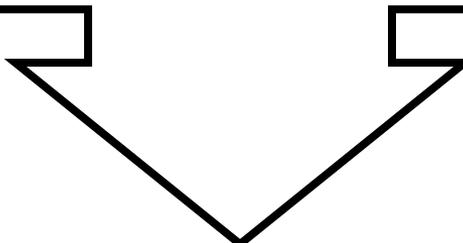
I can read with fluency, understanding and expression using appropriate pace and tone.

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

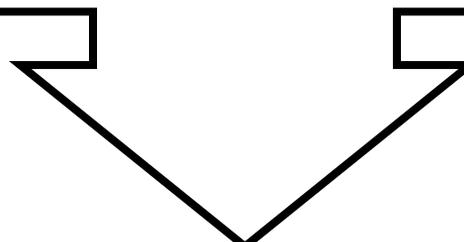
I make and organise notes using own words and can use notes to create new texts that show understanding of the topic.

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

I can respond to, and create, a range of questions to demonstrate my understanding of texts.



I distinguish between fact and opinion and can recognise techniques used to influence the reader.



I can make relevant comments about the setting with reference to the text.

