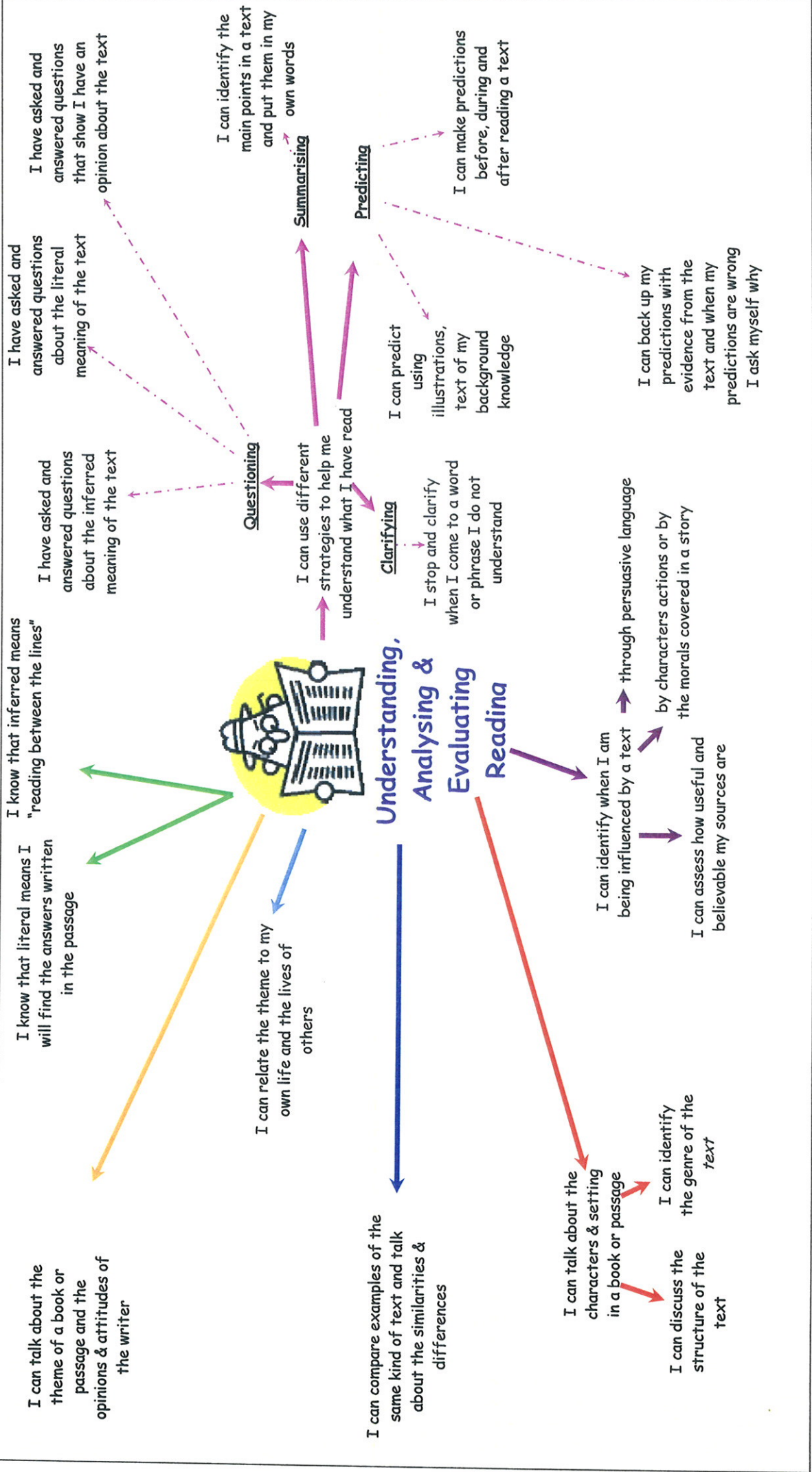


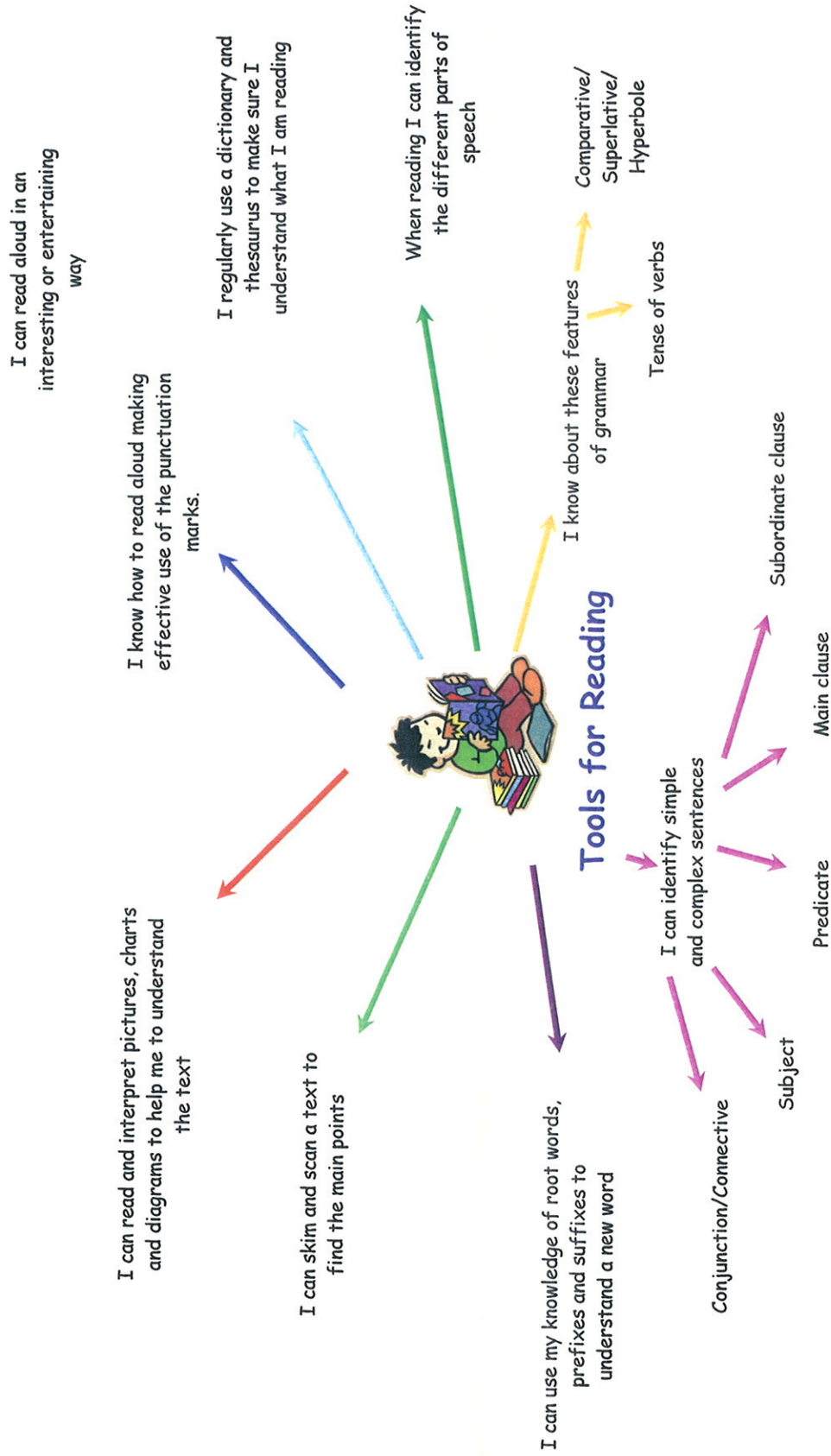


To show understanding across different areas of learning, I can identify and consider the purpose and ideas of my text and use supporting detail. **LIT 2-16a**
 To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. **ENG 2-17a**
 To help me develop an informed view, I can identify and explain the differences between fact and opinion, recognize when I am being influenced and have assessed how useful and believable my sources are. **LIT 2-18a**
 I can: * discuss structure, characterisation and/or setting
 * recognise the relevance of the writer's theme and how this relates to my own and others' experiences
 * discuss the writer's style and other features appropriate to genre. **ENG 2-19a**



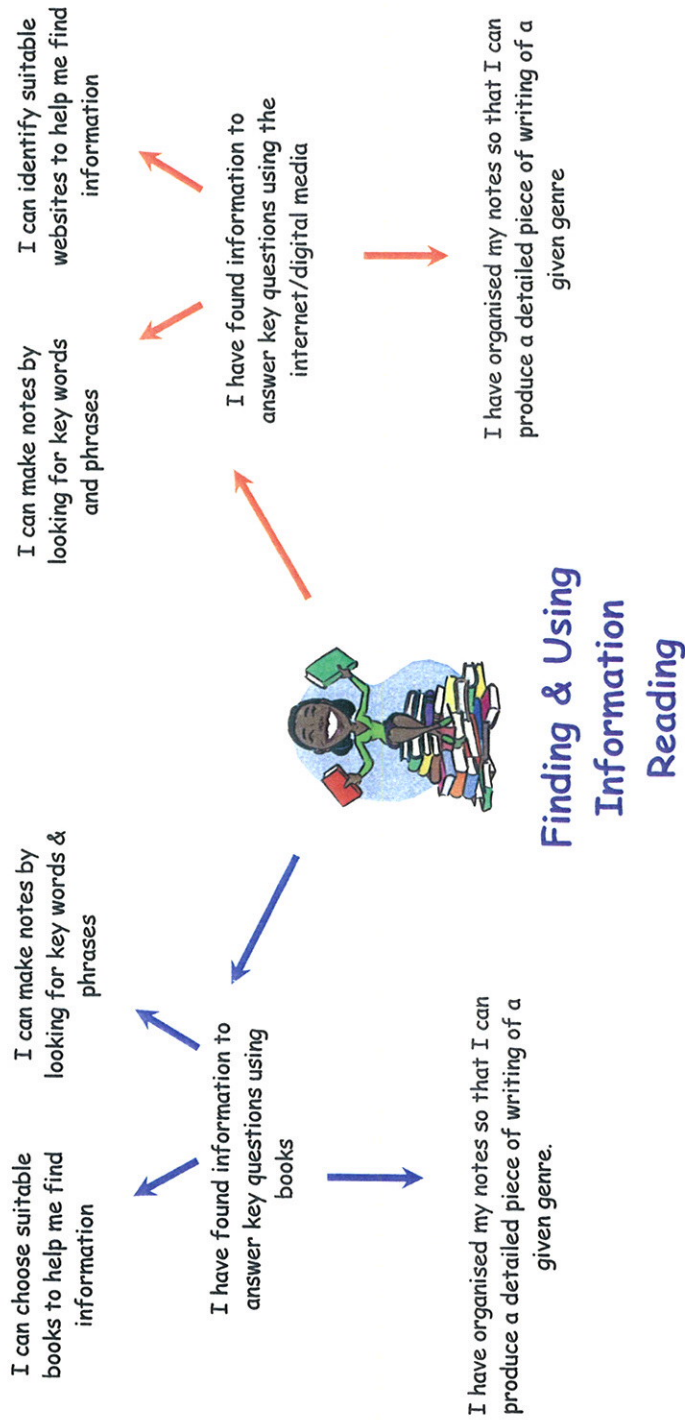


Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.
ENG 2-12a /ENG 3-12a /ENG 4-12a
I can select and use a range of strategies and resources before I read and as I read to make meaning clear and give reasons for my selection. **LIT 2-13a**





Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. LIT 2-14a I can make notes, organise these under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. LIT 2-15a





I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. LIT 1-11a /LIT 2/11a

