# Reading – I Can Statements

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| I am secure in my phonics knowledge | | | |
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| I can ask questions to improve my understanding of a text | | | |
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| I can change my voice when reading aloud to show which character is speaking | | | |
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| I can use skimming & scanning skills to identify a paragraph to read closely to answer questions about fiction & non-fiction texts | | | |
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| I can use a range of strategies to read an unfamiliar text accurately & with good expression | | | |
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| I can check that a text has made sense to me by discussing my understanding with others *e.g. identifying main points, commenting on characters* | | | |
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| I use my knowledge of root words, prefixes & suffixes to read aloud (and understand) new words | | | |
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| I can deduce/infer the reasons for characters' behaviour from their actions/dialogue & sometimes back my ideas up with words/phrases from the text | | | |
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| I understand the purpose of commas to mark clauses & can use them when reading aloud to help my understanding | | | |
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| I can make predictions about what might happen next usually based upon things that have happened or been said | | | |
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| I often spot mistakes in my own reading & self-correct | | | |
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| I can identify the main ideas from across a text with several paragraphs & make a simple summary | | | |
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| I use a range of strategies to read words that I do not know *e.g. phonics, contextual clues* | | | |
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| I can find the answers to questions from non-fiction texts identifying key words that tell you what to look for | | | |
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| I can read further common exception words quickly & accurately *e.g. climb, beautiful* | | | |
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| I am beginning to identify basic features of the writers use of language *e.g. there are lots of adjectives* | | | |
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**Word Reading**

**Understanding Reading**