



Wedge Park Primary School Reading and Viewing Essential Learnings

Topic	Foundation Independent D	Level 1 Independent I	Level 2 Independent M	Level 3 Independent P	Level 4 Independent S	Level 5 Independent V	Level 6 Independent Z
Solving words	<p>I can recognise high-frequency words</p> <p>I can locate the first and last letters of words</p> <p>I can notice the beginning letter of a word and identify its sound</p> <p>I can use letter-sound information to solve words</p> <p>I can use words I already know to make connections and solve words.</p> <p>I can blend the sounds in a word with CVC patterns</p> <p>Sentence Structure I can recognise the order of words in a sentence matters</p> <p>I can identify the difference between letters, words and sentences.</p>	<p>I can use letter-sound relationships in sequence to solve more complex words</p> <p>I can use consonant and vowel sound-letter relationships to solve words</p> <p>I can use words I already know and word parts (onset and rime) to solve unknown words</p> <p>I can connect words that mean the same or almost the same to help in understanding a text</p> <p>I can break down a longer word into syllables to solve words</p> <p>I can take apart compound words to solve them</p> <p>I can use meaning to solve words</p> <p>I can use structure to solve words</p> <p>I can use visual information to solve words</p> <p>I can choose the most efficient way to solve a word</p>	<p>I can connect words that mean the same or almost the same to help in understanding a text and acquiring new vocabulary</p> <p>I can use word parts to solve unknown words</p> <p>I can use suffixes and prefixes to solve unknown words</p> <p>I can solve subject-specific (tier 3) words, using graphics and definitions in the text</p> <p>I can use my background knowledge to find the meaning of new words</p> <p>I can notice new and interesting words, and actively add them to speaking or writing vocabulary</p> <p>I can identify ideas in simple and compound sentences</p>	<p>I can solve words of two or three syllables</p> <p>I can use the context of a sentence, paragraph, or whole text to determine the meaning of a word</p> <p>I can read words that are hyphenated across lines and across pages</p> <p>I can apply problem-solving strategies to subject specific words (tier 3) or proper nouns that are challenging</p> <p>I can demonstrate knowledge of flexible ways to solve words</p> <p>I can notice new and interesting words, and add them to speaking or writing vocabulary</p>	<p>I can solve multisyllable words, using vowel patterns, phonogram patterns, prefixes and suffixes</p> <p>I can use readers' tools such as glossaries and dictionaries to solve difficult proper nouns and subject specific words</p> <p>I can understand connotative meaning and figurative use of words</p> <p>I can develop deeper understanding of words that have been encountered before but are not familiar</p> <p>I can recognise that detail can be added by using adverbs and prepositions</p>	<p>I can demonstrate the ability to use automatically and flexibly a wide range of word-solving strategies (eg. dividing words into syllables, using phonograms within multisyllable words, using word parts, using prefixes and suffixes, and connecting words to known words.)</p>	<p>I can use word roots and origins to understand their meaning</p>

<p>Monitoring and Correcting</p>	<p>I can reread a sentence to understand what I read</p> <p>I can self-monitor and self-correct using meaning in text and pictures.</p> <p>I can self-monitor and self-correct reading using initial letters and connections to sounds</p> <p>I can cross-check different information in a text to understand what I read</p> <p>I can use known words to self-monitor and self-correct.</p>	<p>I can reread to confirm word solving by checking other sources of information</p> <p>I can use letter-sound relationships and word parts to monitor and self-correct reading</p> <p>I can self-correct close to the point of error by rereading a phrase or word</p> <p>I can realise when more information is needed to understand a text</p> <p>I can notice and discuss information that is important to understanding</p>	<p>I can self-correct when errors take away from the meaning of the text</p> <p>I can self-correct information when it does not reflect the meaning when reading aloud</p> <p>I can use multiple sources of information to monitor and self-correct (language structure, meaning and letter-sound information)</p>	<p>I can monitor accuracy and understanding, self-correcting when errors detract from meaning</p>			
<p>Searching for and using information</p>	<p>I can read using a return sweep</p> <p>I can search for and use information in print (letters, sounds, known words)</p> <p>I can search for and use information from pictures</p> <p>I can read and understand texts with simple dialogue, all assigned to speakers</p> <p>I can use language patterns to help read a text</p>	<p>I can notice and use graphics such as labels and captions for pictures and simple diagrams</p> <p>I can read and understand texts with some split dialogue and some pronouns</p> <p>I can identify and understand a set of related ideas in a text</p>	<p>I can search for information in illustrations to support in understanding the text</p> <p>I can search for information in graphics, such as simple diagrams, illustrations with labels, maps, charts, captions under pictures</p> <p>I can use readers' tools (table of contents, headings, glossary, chapter titles, and authors' notes) to gather information</p>	<p>I can use a full range of readers' tools to search for information (table of contents, glossary, headings and subheadings, call-outs, index, references)</p> <p>I can read and understand a wide range of complex dialogue, some unassigned</p> <p>I can read and understand complex sentences with embedded clauses</p> <p>I can form questions and search for answers while reading</p> <p>I can respond to plot tension or suspense by reading on to seek resolutions to problems</p>	<p>I can search for information using a wide range of graphics and integrate with information from print (eg. pictures, captions, diagrams, illustrations with labels, maps, charts)</p> <p>I can read and understand texts with a variety of complex layouts and with some pages of dense print.</p> <p>I can find important information from longer texts with complex plots, multiple characters and episodes, and long stretches of descriptive language and dialogue</p> <p>I can follow complex plots, including texts with literary devices (eg. flashbacks and stories within stories)</p>	<p>I can read and understand complex sentences with embedded clauses, prepositional phrases and introductory clauses</p> <p>I can gain important information from longer texts with complex plots, multiple characters and episodes, long stretches of descriptive language and dialogue and no illustrations.</p> <p>I can search for and use information from texts (fiction/nonfiction) that have many new and unfamiliar concepts and ideas within a single chapter or section</p>	<p>I can process texts with a variety of complex layouts and with some pages of dense print and some printed in columns.</p> <p>I can gain important information from much longer texts, most with no illustrations (fiction)</p> <p>I can gain important information from texts with complex plots, subplots, multiple characters and episodes, and long stretches of descriptive language and dialogue.</p> <p>I can read and understand sentences with the syntax of contextual dialect</p>
<p>Maintaining Fluency</p> <p><i>Thinking Within the text</i></p>	<p>I can read by putting words together in phrases</p> <p>I can demonstrate appropriate stress on words in a sentence</p> <p>I can notice and use quotation marks and reflect dialogue & words by changing my voice</p> <p>I can read with meaning using</p>	<p>I can read smoothly (fluently) when reading aloud</p> <p>I can read dialogue with phrasing and expression that reflects understanding of characters and events</p> <p>I can read with meaning, using punctuation through</p>	<p>I can read fluently with phrasing</p>	<p>I can read fluently with high accuracy</p> <p>I can scan ahead to vary my voice when reading aloud</p> <p>I can read with appropriate stress on words, pausing and phrasing, intonation and use of punctuation</p>			

	<p>end punctuation</p> <p>I can point to the words as I read</p> <p>I can read at a steady rate without long pauses using a familiar text</p>	<p>appropriate pausing, tone and pitch</p> <p>I can recognise high frequency words in a text in a way that supports fluency</p>					
Fluency - Adjusting		<p>I can slow down or repeat to think about the meaning of the text and resume normal speed</p> <p>I can read fiction and nonfiction texts in different ways</p> <p>I can reread to solve words or think about ideas and resume good rate of reading</p>	<p>I can slow down to search for information and resume normal pace of reading again</p>	<p>I can read aloud in different ways depending on the genre</p> <p>I can adjust reading to process texts with difficult and complex layout</p> <p>I can slow down or reread to solve words or think about ideas and resume good rate of reading</p>	<p>I can change the style and pace of my reading to reflect purpose</p> <p>I can change purpose and aspects of processing to reflect my understanding of genre</p> <p>I can change the style and pace of my reading to reflect direct and indirect speech (quoted and reported speech)</p>	<p>I can practice texts in order to read them aloud with expression or dramatic performance</p> <p>I can adjust the reader's viewpoint to better understand genres, such as complex fantasy, and special forms, such as satire.</p>	<p>I can read aloud in an expressive way that reflects my interpretation of the text (performance/readers theatre)</p>
<p>Summarising/ Determining Importance</p> <p><i>Thinking Within the text</i></p>	<p>Fiction</p> <p>I can remember information to help in understanding the end of a story</p> <p>I can use details when discussing a story after reading</p> <p>I can recall and retell the sequence of events from the text</p>	<p>Fiction</p> <p>I can follow and remember a series of events over a longer text in order to understand the ending</p> <p>I can identify and understand a set of related ideas in a text</p> <p>I can summarise narratives with multiple events as part of the same simple plot</p> <p>Non-Fiction</p> <p>I can identify important ideas in a text and report them in an organised way, either orally or in writing</p> <p>I can understand that the pictures and diagrams relate to what is being read</p> <p>I can summarise information from graphics, such as labels and captions for pictures and simple diagrams</p>	<p>Fiction</p> <p>I can understand the problem of a story and its solution</p> <p>I can follow and remember a series of events over a longer text in order to understand the ending</p> <p>I can summarise ideas from a text and tell how they are related</p> <p>Non-Fiction</p> <p>I can retell facts from a non-fiction texts</p> <p>I can identify and share new facts and information I learnt from a non-fiction text</p> <p>I can summarise information from graphics, such as labels and captions for pictures and simple diagrams, glossaries and index</p>	<p>Fiction</p> <p>I can summarise a paragraph from a text</p> <p>I can summarise a text at intervals (chapters) during the reading of a longer text</p> <p>Non-Fiction</p> <p>I can identify facts and opinions within a non-fiction texts</p> <p>I can identify and understand sets of related ideas organised into categories</p>	<p>Fiction</p> <p>I can remember information in summary form over chapters, a series of short stories, or sequels in order to understand larger themes</p> <p>I can be selective in summarising the information in a text</p> <p>I can construct summaries that are concise and reflect the important and overarching ideas</p> <p>Non-Fiction</p> <p>I can construct summaries that are concise and reflect the important information</p> <p>I can explain historical or scientific ideas and concepts based on information in the text, including what happened and why</p>	<p>Fiction</p> <p>I can read a range of visual prompts appropriate to purpose to represent understanding of key ideas in a text</p> <p>I can construct concise summaries using graphic organisers appropriate to purpose to represent understanding of key ideas in a text (KWL, 2 column chart)</p> <p>I can construct summaries that are concise and reflect the important and overarching ideas in texts.</p> <p>Non-Fiction</p> <p>I can read a range of visual prompts appropriate to purpose to represent understanding of key ideas in a text</p> <p>I can construct concise summaries using graphic organisers appropriate to purpose to represent understanding of key ideas in a text (KWL, 2 column chart)</p>	<p>Fiction</p> <p>I can be selective in summarising the ideas in a text (most important information or ideas and facts focused by the reader's purpose)</p> <p>Non-Fiction</p> <p>I can be selective in summarising the information in a text (most important information or ideas and facts focused by the reader's purpose)</p>
<p>Predicting</p> <p><i>Thinking Beyond the text</i></p>	<p>Letter/Word/Sentence</p> <p>I can use knowledge of language structure to predict a word</p> <p>I can make predictions using pictures</p> <p>Story</p> <p>I can predict the ending of a</p>	<p>I can use understanding of text structure to make predictions about what will happen next</p> <p>I can make predictions based on knowledge of characters or type of story</p>	<p>I can use chapter titles to predict content</p> <p>I can use text structures to predict the outcome of a narrative</p>	<p>I can make predictions of the text using prior knowledge of the setting</p> <p>I can change predictions as new information is gathered from the text</p>	<p>I can make and continually revise a wide range of predictions (what characters will do, what will happen to solve the problem) based on personal experiences, content knowledge, and knowledge of similar texts</p>	<p>I can use characteristics of multiple genres to make and support predictions before and during reading (ie. historical fiction, fantasy)</p> <p>I can make, confirm or disconfirm predictions using</p>	

	<p>story based on reading the beginning and the middle of the story</p> <p>I can make predictions based on personal experiences and knowledge</p> <p>I can make predictions based on information gained through reading</p>	<p>I can make predictions about the solution to the problem of a story</p> <p>I can justify predictions using evidence</p> <p>I can search for and use information to confirm or disconfirm predictions</p> <p>I can make predictions based on personal experiences, content knowledge and knowledge of similar texts</p>	<p>I can predict what characters will do based on the traits revealed by the writer</p> <p>I can justify and support predictions with evidence from the text</p> <p>I can make multiple predictions based on personal experiences, content knowledge and knowledge of similar texts</p>	<p>I can predict what characters will do based on the traits revealed by the writer as well as inferred characteristics</p>	<p>I can support predictions with evidence from the text or from knowledge of genre.</p> <p>I can use characteristics of genre as a source of information to make predictions before and during reading</p>	<p>evidence from illustrations and graphic texts</p>	
<p>Making connections</p> <p><i>Thinking Beyond the text</i></p>	<p>I can make text to self connections</p> <p>I can make text to text connections</p> <p>I can recognise recurring characters</p>	<p>I can use prior knowledge to make text to self connections</p> <p>I can make connections between the text and other texts that have been read or heard</p> <p>I can use prior knowledge to the understanding of a text before, during and after reading</p> <p>I can compare and contrast the experiences of characters in stories</p>	<p>I can specify the nature of connections (e.g. topic, content, type of story, writer)</p> <p>I can use prior knowledge from personal experiences to make connections to the experiences of characters and events in a story</p>	<p>I can make connections between the reader's real-life experiences or feelings</p> <p>I can make connections about people who live in diverse cultures, distant places, and different times</p> <p>I can interpret characters and events that are not within the reader's experience</p> <p>I can identify point of view in a text and suggest an alternative point of view</p>	<p>I can use prior knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents.</p> <p>I can use knowledge from one text to help in understanding diverse cultures, times, and places</p> <p>I can use situations that focus on the problems of preadolescents to develop new perspectives on readers' own lives</p> <p>I can incorporate new knowledge to better understand characters and plots from material previously read, when reading chapters, connected short stories, or sequels</p> <p>I can connect characters across texts and genres by circumstances, traits, or actions.</p>	<p>I can use prior knowledge to the understanding of a text before, during, and after reading</p> <p>I can bring knowledge from personal experiences to the interpretation of characters and events, particularly content and situations related to preadolescents and adolescents</p> <p>I can use knowledge from one text to help in understanding diverse cultures and settings encountered in new texts</p> <p>I can build meaning across several texts</p>	<p>I can use knowledge from personal experience to the interpretation of characters and events, particularly content and situations related to adolescents</p> <p>I can make connections between satirical literature and the social issues they represent</p> <p>I can make connections between the social and moral issues of today and those presented in realistic and historical fiction, in biography, and in the imaginary worlds of high fantasy</p> <p>I can build meaning across a large number of fiction and non-fiction texts</p>
<p>Synthesising</p> <p><i>Thinking Beyond the text</i></p>	<p>I can identify new information in text/pictures</p> <p>I can talk about what I already know related to the text</p>	<p>I can identify what is known and new information</p> <p>I can explain the new information gained from reading</p> <p>I can express changes in my ideas after reading a text</p> <p>I can identify the message or moral of the story</p>	<p>I can explain the change in my views as events in a story unfold</p> <p>I can combine prior knowledge with new information to create new ideas</p>	<p>I can mentally form categories of related information and revise them as new information is acquired across the text</p> <p>I can express changes in ideas or opinions after reading a text and say why</p>	<p>I can integrate existing content knowledge with new information from a text to create new understandings</p> <p>I can express changes in ideas or perspectives as events unfold after reading a text.</p> <p>I can acquire new content and perspectives through reading both fiction and nonfiction texts about diverse cultures, times, and places.</p> <p>I can incorporate new knowledge to better understand characters and</p>	<p>I can use situations focusing on the problems of preadolescents and adolescents to develop new perspectives on readers' own lives.</p> <p>I can find evidence to support an argument</p> <p>I can integrate information from two texts on the same topic in order to discuss or write about it</p> <p>I can draw conclusions from information</p>	<p>I can use situations focusing on the problems of adolescents to develop new perspectives on readers' own lives.</p>

					plots from material previously read when reading chapters, connected short stories, or sequels		
<p>Inferring</p> <p><i>Thinking Beyond the text</i></p>	<p>I can talk about characters feelings and motives</p> <p>I can use pictures or photos to support inference</p>	<p>I can infer characters feelings and motivations through reading their dialogue</p> <p>I can show an understanding of characters using evidence from the text</p> <p>I can infer causes of problems or of outcomes</p>	<p>I can make more than one inference about events in a text</p> <p>I can infer the big ideas or message of a text</p> <p>I can identify significant events and infer how they are related to the problem of the story or the solution</p> <p>I can see changes in characters and articulate possible reasons for development</p> <p>I can make inferences from visual prompts in a text</p>	<p>I can see changes in characters and articulate possible reasons for development using evidence from the text</p> <p>I can follow multiple characters in different episodes, inferring their feelings about each other</p> <p>I can infer characters' feelings and motivations through reading their dialogue and what other characters say about them</p> <p>I can take a different viewpoint when interpreting characters' motives</p> <p>I can infer causes of a problems or of outcomes in a text</p>	<p>I can infer character traits and motivations by how the author describes them, what they do, say and think in texts with multiple complex characters</p> <p>I can infer the big ideas or themes of a text and discuss how they are applicable to people's lives today</p>	<p>I can understand figurative language</p> <p>I can distinguish between when information is directly stated in a text and when an inference is made</p>	<p>I can infer the meaning of symbols (objects, events, motifs, characters) that the writer uses to convey and enhance meaning</p> <p>I can infer the feelings of characters who have severe problems</p>
<p>Analysing</p> <p><i>Thinking About the text</i></p>	<p>I can notice and point out connections between text and pictures</p> <p>I understand that a story has a beginning, a series of events and an end.</p> <p>I understand how the ideas in a text are related to a title</p> <p>I can notice how a writer has made a story funny or surprising</p> <p>I can understand and discuss how writers use interesting characters and situations</p>	<p>I can identify who is telling a story</p> <p>I can identify the characteristics of different genres</p> <p>I can notice the fit between pictures and text</p> <p>I can notice how writers or illustrators use layout and print features for emphasis</p> <p>I can identify a point in the story when the problem is resolved</p> <p>I can discuss whether a story could be true and tell why</p>	<p>I can understand when a writer has used underlying organisational structures (description, compare/contrast, problem/solution, cause/effect)</p> <p>I can notice variety in layout</p> <p>I can notice aspects of a writer's style after reading several texts by the author</p> <p>I can notice specific writing techniques (eg question and answer format)</p> <p>I can notice and interpret figurative language and discuss how it adds to the meaning or enjoyment of a text</p> <p>I can notice descriptive language and discuss how it adds to enjoyment or understanding</p> <p>I can understand the relationship between the setting and the plot of a story</p>	<p>I can identify combined genres in hybrid texts</p> <p>I can understand how the writer builds interest and suspense across a story</p> <p>I can notice elements of fantasy (motifs, symbolism, magic)</p> <p>I can compare and contrast the points of view from which different stories are narrated (first and third person narration)</p>	<p>I can notice how the author or illustrator has used pictures or other graphics to convey meaning or create mood</p> <p>I can notice aspects of genres (realistic and historical fiction, fantasy, biography, autobiography, memoir and diaries, and other nonfiction)</p> <p>I can analyse complex plots and represent in diagrams or drawings</p> <p>I understand the role of the setting in realistic and historical fiction as well as fantasy</p> <p>I can recognise the use of figurative or descriptive language and talk about how it adds to the quality of a text</p> <p>I understand the meaning of symbolism when used by a writer to create texts</p>	<p>I can find the topic sentence and main idea of a paragraph</p> <p>I can identify the main idea and supporting details</p> <p>I can notice how an author uses words in a connotative way (to imply something beyond the literal meaning)</p> <p>I can recognise and understand satire and its purpose and characteristics</p> <p>I can reflect on a writer's use of idiom</p> <p>I can examine character traits in a complex way, recognising that they are multidimensional and change over time</p> <p>I can identify multiple points of view and identify specific evidence</p> <p>I can analyse the mood of a piece of writing</p>	<p>I can reflect on a writer's use and purpose of irony, parody, allegory, monologue, exaggeration, imagery and personification</p> <p>I can identify and analyse the selection of genre in relation to inferred writer's purpose for a range of texts</p> <p>I can discuss alternative interpretations of symbolism</p> <p>I can analyse works of fantasy to notice classical motifs such as 'the quest', 'the hero' and symbolism representing good</p> <p>I can engage in critical thinking across a writer's body of work or across works on the same content and discuss finding or produce a literary essay</p> <p>I can analyse texts to determine the writer's point of view or bias, identifying specific language that reveals bias or qualities as propaganda</p> <p>I can notice and compare the traits and development of characters within and across genres</p> <p>I can differentiate between internal and external conflict</p>

<p>Critiquing</p> <p>Thinking About the text</p> <p>Fiction and Non-Fiction</p>	<p>I can share my opinions about a text, including characters, illustrations and the beginning, middle and end.</p> <p>I can share my opinions about pictures in a text</p> <p>I can identify if a text is fiction or nonfiction</p>	<p>I can share my opinion about a text based on my personal interest</p> <p>I can agree or disagree with the ideas in a text and give reasons</p> <p>I can judge a text as to whether it is interesting, humorous or exciting and explain why</p>	<p>I can share my opinion about a text and provide evidence to support my opinions</p> <p>I can discuss how characters could have behaved differently</p> <p>I can identify how illustrations can add more information to a text</p> <p>I can discuss the quality of pictures in a text</p>	<p>I can notice the author's qualifications to write an informational text</p> <p>I can assess how graphics add to the quality of a text or provide extra information</p> <p>I can evaluate aspects of a text that add to enjoyment (eg humorous characters or situations)</p>	<p>I can evaluate a text based on my own experience as a preadolescent</p> <p>I can notice and talk about the author's qualifications to write an informational text</p> <p>I can assess whether a text is authentic and consistent with life experience or prior knowledge (eg. in historical fiction)</p> <p>I can express my tastes and preferences in reading based on a genre</p> <p>I can evaluate the author's use of characterisation and plot (eg. believability or depth)</p>	<p>I can critique a text as an example of a genre</p> <p>I can assess if a text is authentic or consistent with reality</p> <p>I can use other sources of information to check the authenticity of a text (fiction, historical fiction, nonfiction) when questions arise.</p> <p>I can evaluate the authenticity of the details of the setting and reporting of events against knowledge from other sources in historical fiction text</p> <p>I can discuss whether social issues and different cultural groups are accurately represented in a fiction or nonfiction texts</p> <p>I can express my tastes and preferences in reading and support choices with specific descriptions of text features (plots, use of language, kinds of characters, genres)</p>	<p>I can assess whether a text is authentic and consistent with life experience or prior knowledge, including how the text reflects the lives of preadolescents or adolescents</p> <p>I can evaluate the effectiveness of the author's use of literary devices such as exaggeration, imagery and personification</p> <p>I can identify contradiction and distinguish between fact and opinion</p> <p>I can critique the biographer's presentation of a subject, noticing bias.</p> <p>I can become critical of the subjects of biography (decisions, motivations, accomplishments)</p> <p>I can critique texts in terms of the writer's bias or the use of exaggeration and subtle misinformation (as in propaganda).</p>
<p>Questioning / Clarifying</p>	<p>I can use question stems to ask questions about a text and attempt to find answers to questions (5 W's and how)</p> <p>I can understand that the purpose of asking questions is to try to find answers</p> <p>I can ask questions and give possible answers</p>	<p>I can ask questions before, during and after reading</p> <p>I can ask questions to clarify new words</p> <p>I can answer 'right there' questions in a text</p> <p>I can share possible answers to questions and provide evidence</p>	<p>I can ask questions to clarify the meaning of tier 2 and tier 3 words in context</p> <p>I can answer basic inferential questions</p> <p>I can identify the difference between an interesting and important question</p>	<p>I can ask, monitor and answer questions (literal, Inferential, evaluative)</p> <p>I can understand the implied meaning of new words in a text.</p> <p>I can understand that the meaning of words vary depending on the context</p>	<p>I can track my thinking while attempting to answer my questions about the text.</p> <p>I can clarify words that have multiple meanings</p> <p>I can recognise that not all questions are answered</p>	<p>I can ask questions and share answers about characters, plot, theme, author's purpose etc.</p> <p>I can ask questions to expand my thinking, resolve problems and to better understand complex ideas and issues</p> <p>I can read with a question in mind</p>	<p>I can use questions to clarify a character's motives and actions, plots, themes and author's purpose within a variety of texts</p> <p>I can read to answer specific questions</p> <p>I can use a variety of ways to arrive at answers to questions – such as; <i>skimming and scanning the text, inferring, sharing and discussion, further research</i></p>
<p>Visualising</p> <p>(at level 4-6 usually taught in conjunction with other comprehension strategies)</p>	<p>I can create visual images to support understanding of reading</p>	<p>I can understand that images are created from readers' prior knowledge and words in the text</p> <p>I can create a mental image when reading that helps enhance my understanding</p> <p>I can change what I visualise based on other people's ideas</p>	<p>I can create images to form my own interpretations, clarify thinking, draw conclusions and enhance understanding</p> <p>I can use my senses to help me visualise</p> <p>I can visualise to help think about characters actions and feelings</p>	<p>I can visualise to make connections, predict and question the text</p> <p>I can visualise and use sensory images to make inferences</p> <p>I can identify where the author has used vocabulary to help create visual images</p>	<p>I can apply prior knowledge to form an interpretation to create a mental image</p> <p>I can create visual images based on text clues to support understanding of reading</p>	<p>I can discuss visual and mental images, explaining reasoning with reference to textual evidence and prior knowledge</p> <p>I can use wordless picture books to identify information not specifically stated</p>	<p>I can represent my understanding and thinking of key ideas in a variety of ways</p>