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|  | **Skill** | **Objective** |
| 1 | **READ** | Can read a range of standard appropriate texts fluently and accurately. |
| 2 | **R** | Can skim and scan to identify key ideas in a text. |
| 3 | **R** | Can use knowledge of text structure to locate information. |
| 4 | **R** | Can quote directly from the text to answer questions. |
| 5 | **V** | Can clarify the meanings of ambitious words and/or phrases in context. |
| 6 | **I** | Can read between the lines, using clues from action, dialogue and description to interpret meaning. |
| 7 | **I** | Can explore alternatives that could have occurred in texts referring to text to justify their ideas. |
| 8 | **I** | Can understand and explain different character’s viewpoints. |
| 9 | **I** | Can infer meaning, using evidence from the text and wider experiences. |
| 10 | **E** | Can recognise the different text features within a variety of mixed-genre texts. |
| 11 | **E** | Can identify and explain the difference between fact and opinion. |
| 12 | **E** | Can talk about the effects of different words and phrases to create different images and atmosphere. |
| 13 | **E** | Can talk about the author’s choice of language and its effect on the reader in non-fiction texts. |
| 14 | **R** | Can locate information quickly and effectively from a range of sources by using techniques such as text marking. |
| 15 | **R, I, P** | Can refer to the text to support opinions and predictions. |
| 16 | **E** | Can identify and discuss the various features of fiction genres. |
| 17 | **I** | Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text. |
| 18 | **E** | Can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. |
| 19 | **E** | Can compare and talk about the structures and features of a range of non-fiction texts. |
| 20 | **E** | Can identify the ways in which paragraphs are linked. |
| 21 | **E** | Can identify the point of view from which a story is told and how this affects the reader’s response. |
| 22 | **I** | Can discuss how an author builds a character through dialogue, action and description. |
| 23 | **I** | Can identify relationships between characters, explaining the effects this has on the reader |
| 24 | **S** | Can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world. |
| 25 | **E** | In most standard-appropriate texts, can discuss how and why the text affects the reader and refer back to the text. |
| 26 | **I** | Can understand figurative language creates imagery. |
| 27 | **READ** | Can read aloud with pace fluency and expression, taking punctuation and the author’s intent into action. |
| 28 | **E** | Can discuss the work of some established authors and knows what is special about their work. |
| 29 | **E** | Can justify preferences in terms of the author's styles and themes. |
| 30 | **I** | Can infer and deduce meaning based on evidence drawn from different points in the text. |
| 31 | **I** | Can talk about how a character could be seen in different ways, depending on how the author chose to portray them. |

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| **AUTUMN** | **SPRING** | **SUMMER** |

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|  | **End of previous year assessment** | **AUTUMN** | **SPRING** | **SUMMER** |
| **Statements Highlighted** |  |  |  |  |
| **Banding** |  |  |  |  |

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| Word reading notes and guidance |
| * At this stage, teaching comprehension should be taking precedence over teaching word reading directly. Any focus on word reading should support the development of vocabulary.
* When pupils are taught to read longer words, they should be supported to test out different pronunciations. They will attempt to match what they decode to words they may have already heard but may not have seen in print (for example, in reading technical, the pronunciation /tɛtʃnɪkəl/ (‘tetchnical’) might not sound familiar, but /tɛknɪkəl/ (‘teknical’) should).
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| Reading comprehension notes and guidance |
| * The focus should continue to be on pupils’ comprehension as a primary element in reading. The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in years 3 and 4 and years 5 and 6 are similar: the complexity of the writing increases the level of challenge.
* Pupils should be taught to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.
* They should also learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions).
* Pupils should be taught to use the skills they have learnt earlier and continue to apply these skills to read for different reasons, including for pleasure, or to find out information and the meaning of new words.
* Pupils should continue to have opportunities to listen frequently to stories, poems, non-fiction and other writing, including whole books and not just extracts, so that they build on what was taught previously. In this way, they also meet books and authors that they might not choose themselves. Pupils should also have opportunities to exercise choice in selecting books and be taught how to do so, with teachers making use of any library services and expertise to support this.
* Reading, re-reading, and rehearsing poems and plays for presentation and performance give pupils opportunities to discuss language, including vocabulary, extending their interest in the meaning and origin of words. Pupils should be encouraged to use drama approaches to understand how to perform plays and poems to support their understanding of the meaning. These activities also provide them with an incentive to find out what expression is required, so feeding into comprehension.
* In using non-fiction, pupils should know what information they need to look for before they begin and be clear about the task. They should be shown how to use contents pages and indexes to locate information.
* Pupils should have guidance about the kinds of explanations and questions that are expected from them. They should help to develop, agree on, and evaluate rules for effective discussion. The expectation should be that all pupils take part.
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| **Banding guidance** |
|  | **Working Towards the Expected Standard** (WTS) | **Working at the Expected Standard**(EXS) | **Working at Greater Depth**(GDS) |
| **Assessment**(Out of 31) | 6-15 | 16-25 | 26-31 |
| Please use the following codes when recording bandings:* **WTS** – for children who are working at the expected standard.
* **EXS** – for children who are working at the expected standard.
* **GDS** – for children who are working at greater depth.
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