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|  | **Skill** | **Objective** |
| 1 | **V** | Can work out the meaning of unknown words and phrases by relating to known vocabulary as well as from the way they are used in context. |
| 2 | **Read** | Can read aloud with pace, fluency and expression, taking punctuation, presentation and author’s intent into account. |
| 3 | **R** | Can confidently skim and scan non-fiction texts to speed up research. |
| 4 | **R, I, P** | Can refer back to the text to support predictions, thoughts and opinions, being able to elaborate in order to provide reasoned justifications. |
| 5 | **E** | Can recognise text features within mixed-genre texts. |
| 6 | **E** | Can identify and discuss features of fiction genres (e.g. science-fiction, adventure, mystery etc.). |
| 7 | **I** | Can identify the point of view of some texts and how this impacts on the reader. |
| 8 | **S** | Can summarise information from different points in the same text or across a range of texts. |
| 9 | **R** | Can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. |
| 10 | **R, I** | Can use quotations and text references to support ideas and arguments. |
| 11 | **I** | Can explain a character’s motives throughout a text and use evidence from the text to back up opinions. |
| 12 | **I** | Can confidently infer and deduce meaning based on evidence drawn from different points in the text and wider experiences. |
| 13 | **E,I** | Can recognise which character the writer wants the reader to like or dislike. |
| 14 | **I** | Can identify and discuss implicit and explicit points of view in texts, referring back to the text to support thoughts and ideas. |
| 15 | **E** | Can comment on the success of a text providing evidence that refers to language, theme and style. |
| 16 | **I** | Can recognise the use of irony and comment on the writer’s intention (e.g. sarcasm, insincerity, mockery). |
| 17 | **I** | Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole (e.g. how one small incident altered the whole course of the story). |
| 18 | **R, I, P** | Can investigate texts to confirm and justify reasoned predictions and opinions. |
| 19 | **E** | Can explain how the structural choices support the writers theme or purpose (e.g. in fiction, decisions about the plot structure, character development or flash backs/flash forwards; in non-fiction, looking at how a writer organises information so that the reader can compare/contrast ideas, and devices and decisions the writer has made in multi-genre texts). |
| 20 | **I** | Can evaluate relationships between characters) referring back to the text to support thoughts and judgements. |
| 21 | **E** | Can explain how the author has used different language features. |
| 22 | **I** | Can unpick the details of the different layers of meaning in texts  |

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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, there should be no need for further direct teaching of word-reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so.
* Pupils should be encouraged to work out any unfamiliar words. They should focus on all the letters in a word so that they do not, for example, read ‘invitation’ for ‘imitation’ simply because they might be more familiar with the first word. Accurate reading of individual words, which might be key to the meaning of a sentence or paragraph, improves comprehension.
* When teachers are reading with or to pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation
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| Reading comprehension notes and guidance |
| * Even though pupils can now read independently, reading aloud to them should include whole books so that they meet books and authors that they might not choose to read themselves.
* The knowledge and skills that pupils need in order to comprehend are very similar at different ages. Pupils should continue to apply what they have already learnt to more complex writing.
* Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text.
* They should continue to learn the conventions of different types of writing, such as the use of the first person in writing diaries and autobiographies.
* Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect.
* In using reference books, pupils need to know what information they need to look for before they begin and need to understand the task. They should be shown how to use contents pages and indexes to locate information.
* The skills of information retrieval that are taught should be applied, for example in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information [for example, reading information leaflets before a gallery or museum visit or reading a theatre programme or review]. Teachers should consider making use of any library services and expertise to support this.
* Pupils should have guidance about and feedback on the quality of their explanations and contributions to discussions.
* Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.
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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 22) | 4-10 | 11-16 | 17-22 |
| 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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