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|  | **Skill** | **Objective** |
| 1 | **V** | Can work out the meaning of unknown words from the way they are used in context. |
| 2 | **E** | Can understand and explain the function of sophisticated punctuation. ( … ; : ( ) and ‘ for contraction and possession and “ “ for direct speech). |
| 3 | **R** | Can skim and scan non-fiction texts for speed of research. |
| 4 | **R, I, P** | Can refer to the text to support predictions and opinion. (Sum up what you have to find/discuss/think about, make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views, clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences). |
| 5 | **I** | Can confidently identify the point of view of some texts and how this impacts on the reader. |
| 6 | **I** | Can identify and discuss implicit and explicit points of view in some texts at an appropriate level/standard. |
| 7 | **I** | Can explain a character’s motives throughout a story and use evidence from the text to back up opinions. |
| 8 | **E** | Can explain the structural devices an author has used to organise a text. (e.g. going beyond the superficially obvious in fiction, such as decisions about plot structure or flash backs/flash forwards. In non-fiction, looking at devices and decisions the writer has made in multi-genre texts). |
| 9 | **E** | Can decide on the quality and usefulness of a range of texts and explain clearly to others. |
| 10 | **I** | Can infer messages, moods, feelings and attitudes across a text in level/standard-appropriate text. (e.g. how a message can be inferred through referring back to different points in the text where things have been implied). |
| 11 | **R** | Can retrieve and collate key ideas and information from a range of sources. |
| 12 | **E** | Can comment on the success of texts in provoking particular responses. (e.g. anger, sadness). |
| 13 | **E** | Can identify why a long established-novel may have retained its lasting appeal. |
| 14 | **I** | Can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this. |
| 15 | **E** | Can discuss the difference between literal and figurative language and the effects of imagery. |
| 16 | **E** | Can evaluate the success of a text providing evidence that refers to language, theme and style. |
| 17 | **I** | Can sometimes recognise the use of irony and comment on the writer’s intention. (e.g. sarcasm, insincerity, mockery). |
| 18 | **R, I** | Can explore texts to support and justify predictions and opinions. (Sum up what you have to find/discuss/think about; state your thoughts and ideas; find evidence in and/or around the text to support your views; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences). |
| 19 | **E** | Can identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements. |
| 20 | **R, I** | Is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making references to the text. |
| 21 | **E** | Can discuss the message a text has about our society, a particular culture or traditions from the past. |

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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 22) | 4-10 | 11-16 | 17-21 |
| 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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