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|  | **Skill** | **Objective** |
| 1 | **R** | Can clearly identify and retrieve relevant points and key ideas from different points across the text across a range of texts. |
| 2 | **R** | Can use quotations and text references to support ideas and arguments. |
| 3 | **S** | Can summarise information from different reading sources with increasing precision to produce meaningful information. |
| 4 | **R** | Can combine information from different reading sources with increasing precision to produce meaningful information. (e.g. by referring to other sources of information beyond the main text to support an argument or justification, or being able to choose from information retrieved selectively and precisely in order to present relevant information to a chosen audience). |
| 5 | **I** | Can infer and deduce messages, moods, feelings and attitudes and reference ideas in the text. (e.g. how a message can be inferred through referring back to different points in the text where things have been implied). |
| 6 | **I** | Can securely make deductions firmly rooted in evidence in the text. |
| 7 | **I** | Can identify the different layers of meaning in a text. (for example, a war story, might, on the surface, tell about life in the trenches, but on a deeper level might make a powerful case against war or against the propaganda being put out back home). |
| 8 | **I** | Can evaluate relationships between characters. (e.g. how characters behave in different ways as they interact with different people and / or different settings and consider the relative importance of these instances when evaluating a character’s actions). |
| 9 | **I** | Is beginning to unpick and evaluate the details of the different layers of meaning in texts. (pupils use language to discuss such as ‘This could be interpreted as… on the other hand… perhaps the writer is suggesting… one way of looking at this is that… whilst another could be…). |
| 10 | **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). |
| 11 | **I** | Can discuss how inferences may differ depending upon the experiences of the reader. |
| 12 | **E** | Can give detailed insight into how structural choices support the writer’s theme or purpose (e.g. decisions about plot structure, mapping character development, through a whole text, flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts). |
| 13 | **E** | Can discuss the range of organisational features used and how they contribute to the overall effect of the reader (e.g. how the writer changes viewpoints within a text; how a writer organises information so the reader can compare / contrast ideas). |
| 14 | **E** | Can explain in detail how the author has used different language features. (e.g. how the writer makes different language choices at different points in the text). |
| 15 | **E** | Can identify and discuss the use of irony and comment on the writer’s intention. (e.g. sarcasm, insincerity, mockery). |
| 16 | **E** | Can clearly identify and explain the writer’s viewpoint, making reference to the text. |
| 17 | **E** | Can clearly identify the effect the writing has on the reader, and begin to explain how this impact has been created |
| 18 | **I** | Can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. (Sum up what you have to discuss / evaluate; make your point / state your thoughts, ideas and arguments; 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; comment on how successful you feel the writer has been in this particular area; giving examples of how it could be improved, if necessary). |
| 19 | **E, I** | Can discuss the purpose, audience and organisation of different fiction / non-fiction texts, evaluating their success. (Sum up what you have to discuss / evaluate; make your point / state your thoughts, ideas and arguments; 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; comment on how successful you feel the writer has been in this particular area; giving examples of how it could be improved, if necessary). |
| 20 | **E** | Can discuss how the historical social or cultural context of a text can affect its meaning (either the context within which the writer has written or the context within which the reader is reading) and how this can change over time. |

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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 word. 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 20) | 4-9 | 10-15 | 16-20 |
| 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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