

Area	Bold statements are Key performance Indicators	What to look for guidance	Secure
Word Reading	1. Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both read aloud and to understand the meaning of new words they meet	Pupil can read applying their knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words e.g. <i>uses knowledge of 'forget' to read and understand forgotten, forgetful, unforgettable, forgetfulness</i>	
	2. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Pupil can read further exception words with unusual correspondences between spelling and sound e.g. <i>calendar, grammar, guide, heart, naughty, strength</i>	
Understanding Reading	3. Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Pupil can usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. <i>foul (filthy) and foul in sport, foul play in crime</i>	
	4. Ask questions to improve their understanding of a text	Pupil can usually ask questions to improve their understanding when independently reading an age-appropriate text e.g. <i>I wonder how Tom knew what the rules of the all the games were?</i>	
	5. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Pupil is beginning to draw inferences from their independent reading of age-appropriate texts, often correct but not always fully support by reference to the text: e.g. <i>Aunt Fidget Wonkham-Strong hates it when Tom fools around because she thinks it isn't useful, so she threatens Tom. She thinks he will hate playing against the captain and it will teach him a lesson and stop him fooling around. I know because she says boys don't forget it in a hurry. She wants to change his behaviour</i>	
	6. Predict what might happen from details stated and implied	Pupil can usually read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, usually identifying clues the writer has planted for the reader: e.g. <i>Well, we know Tom is going to beat the Captain and his team from the title, and I think he will find all his fooling around has given him the skills he needs to win the games</i>	
	7. Identify main ideas drawn from more than one paragraph and makes a simple summary	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary from the text	
	8. Identify how language, structure and presentation contribute to meaning	Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and usually demonstrate their understanding of how these help the reader draw meaning from the text: e.g. <i>recognises the shapes letters, poems and instructions make on this page, knows how contents page, index and glossary, labels and captions to pictures and diagrams add meaning in non-fiction texts and uses them to extract more meaning</i>	
	9. Retrieve and records information from non-fiction	Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts on paper and on screen to answer them. Usually records information in a form that can be easily retrieved: e.g. <i>uses a KWL grid to record what they already know (K) and what they want to find out (W) and makes notes about what they have learnt (L)</i>	
Discuss	10. Participates in discussion about both books that are read to them and those they can read for themselves	Pupil can usually discuss their reading of age-appropriate texts in groups and whole class: e.g. <i>takes part in whole class discussions after a shared read and participates in guided reading sessions, building on what others say, challenging others courteously and responding appropriately</i>	
Attitudes to reading	11. Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		
	12. Reads books that are structured in different ways and reads for a range of purposes		
	13. Use dictionaries to check the meaning of words that they have read	Pupil can, when prompted, use a dictionary independently to check the meaning of words they have read	
	14. Develop familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Pupil can independently demonstrate their familiarity with a wide range of age-appropriate books retelling some of these orally	
	15. Identify and discuss themes and conventions in a wide range of writing	Pupil can identify and discuss themes and conventions in a wide range of age-appropriate books; e.g. <i>triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings</i>	
	16. Prepares poems and play scripts to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action.	Pupil can independently read aloud poems and perform poems and play scripts, showing their understanding of intonation, tone, volume and action. Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts	
	17. Discuss words and phrases that capture the reader's interest and imagination	Pupil can usually identify words or phrases that interest, inspire or intrigue them from their reading and usually say why: e.g. <i>I love the names of the games they play like Womble and Sneedball, it makes me want to join in</i>	
	18. Recognises some different forms of poetry (e.g. free verse, narrative poetry)	Pupil can identify and name some different forms of poetry e.g. <i>free verse, narrative poetry</i>	

Beginning + = At least 1 KPI and at least 4 statements overall
Developing = At least 2 KPIs and at least 5 statements overall
Developing + = At least 3 KPIs and at least 7 statements overall
Secure = At least 4 KPIs and at least 11 statements overall
Exceeding = At least 6 KPIs and at least 14 statements overall

