

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 use knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts: e.g. <i>uses knowledge of 'limit' to read and understand limited, limitless, unlimited, limitation</i>	
	2. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Pupil can use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word: e.g. <i>business, medicine, separate, surprise</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>lunchtime monitor, computer monitor, monitor the temperature</i>	
	4. Ask relevant questions to improve their understanding of a text	Pupil can usually ask themselves questions to improve their understanding when independently reading an age-appropriate text e.g. <i>I wonder if Mrs Muldour realises she's being tricked by paying twice for each worm or is just being generous?</i>	
	5. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with relevant evidence	Pupil can draw inferences from their independent reading of age-appropriate texts, correctly but not always fully supported by reference to the text: e.g. <i>Dad turns Fudge upside down and threatens to do more than whack him on the back, but he is not being cruel. I think he is a good dad because he tries to stop Fudge annoying Peter and he carries the baby in the carrier sometimes. And all five of them go for ice cream every evening so he spends time with his family doing things kids like.</i>	
	6. Makes reasoned predictions of what might happen clearly derived from details both stated and implied	Pupil can 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>Fudge keeps repeating everything Peter says so I think he is going to suggest worm-flavoured ice cream because there has been so much talk about worms. He might get thrown out of the ice cream shop!</i>	
	7. Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can 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 shape a letter makes on the page; recognises a range of salutations and sign-off phrases for letters and knows which belong to a friendly letter and which belong to a formal one. Recognises bar graphs and maps in non-fiction and can extract information from them.</i>	
Discuss	9. Independently retrieves and records information from non-fiction	Pupil can 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>is making and organising own notes from a non-fiction book or website to answer questions devised earlier.</i>	
	10. Participates in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	Pupil can discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening) e.g. <i>is able to take on specific roles within a group discussion, note taking, chairing or drawing out reticent classmates</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 purpose		
	13. Use dictionaries to check the meaning of words that they have read	Pupil can routinely and efficiently use a dictionary to check the meaning of new words encountered in reading	
	14. Increases familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	Pupil can accurately retell the main events of a wide range of age-appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate	
	15. Identify and discuss themes and conventions in (and across) a wide range of books	Pupil can independently identify and discuss some themes and conventions in age-appropriate texts: e.g. <i>bullying, use of headings and sub-headings in non-fiction</i>	
	16. Prepares poems and play scripts to read aloud and to perform, showing understanding through increasing use of intonation, tone, volume and action.	Pupil can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches to aid understanding	
	17. Identifies and discusses words and phrases that capture the reader's interest and imagination	Pupil can identify words or phrases that interest, inspire or intrigue them from their reading and usually say why, explaining the effect on them as a reader: e.g. <i>I like the way Peter tells Mrs Muldour that small ones are sweeter because he's being really cheeky and it makes me laugh.</i>	
	18. Independently recognises some different forms of poetry (e.g. free verse, narrative poetry)	Pupil can confidently identify and name some different forms of poetry and describe their features e.g. <i>ballads, limericks</i>	

Beginning + = At least 2 KPis and at least 4 statements overall
Developing = At least 3 KPis and at least 5 statements overall
Developing + = At least 4 KPis and at least 7 statements overall
Secure = At least 6 KPis and at least 11 statements overall
Exceeding = At least 8 KPis and at least 14 statements overall

