

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 their knowledge of a wider range of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency: e.g. <i>uses knowledge of the word 'tolerate' to read and understand tolerance, intolerable, toleration, tolerant</i>	
	2. Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Pupil can usually monitor reading for sense and self-correct when they misread and can usually explore how the same word can have different meanings in different contexts: e.g. <i>dissolve, solution (in science) 'He dissolved in tears'. Parliament was dissolved, there was no solution to the problem.</i>	
Attending Reading	3. Asks questions to improve their understanding of a text and explore ideas in detail.	Pupil can usually ask themselves questions to improve their understanding when independently reading an age-appropriate text: e.g. <i>Well, if the water all disappeared from Green Lake because of a curse, I wonder if it could be brought back again somehow?</i>	
	4. Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. (Comments securely based in textual evidence with an attempt at detailed exploration).	Pupil can draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions: e.g. <i>Mr Pendanski sits in a circle with the boys and asks them about their future. He seems to really care about them because he won't let X-ray laugh at the idea of Magnet being an animal trainer. He talks to all of them with respect but he's not soft because he tells them they are each the only person responsible for them being there.</i>	
Understanding Reading	5. Predicts what might happen from details stated and implied. Justifies predictions with specific textual references or quotation.	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>I think we're being told about the yellow-spotted lizard and how it likes to live in holes because Stanley is going to get bitten by one. The author just made sure in the previous chapter that we know the boys uses the holes to go to the bathroom so the reader is being set up for it. Magnet also warns him, and often when a character gets a warning it also warns the reader a bad thing is going to happen.</i>	
	6. Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (incorporates apt textual reference or quotation to support argument).	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually produce a succinct summary, paraphrasing the main ideas	
	7. Identifies how language, structure and presentation contribute to meaning. (eg explains how structural choices support writer's theme or purpose)	Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning from the text: e.g. <i>recognises the shape a range of poetic forms make on the page such as ballads, sonnets, haiku; recognises nuances of meaning between similar words, such as respect and deference; uses a wide range of presentational features to draw meaning from non-fiction texts such as pie charts, Venn diagrams, maps with keys, cross-sectional diagrams</i>	
	8. Distinguish between statements of fact and opinion	Pupil can usually, in their reading of age-appropriate texts, distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references	
Discuss, explain and evaluate	10. Discusses and evaluates how authors use language, including figurative language, using appropriate terminology (eg imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader.	Pupil can usually identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and usually discuss and evaluate the impact on them as a reader: e.g. <i>The author says Stanley's water canteen banged against his chest as he ran, reminding him every time it hit that it was empty, empty, empty. The author repeats the word empty to echo the thumping of the canteen, and he writes about the canteen reminding Stanley as if it were alive and a character. It made me feel thirsty and desperate like Stanley.</i>	
	11. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	Pupil can usually take part in discussions about age-appropriate books they have read or had read to them, taking turns, listening to and building on ideas, observing courtesies when challenging and being challenged: e.g. <i>suggesting alternative interpretations and being open to those suggesting by others</i>	
	12. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Pupil can give thorough explanations of their points and prepare responses to likely conflicting opinions	
Attitudes to reading	13. Provides reasoned justifications for their views, incorporating apt textual reference and quotation to support main ideas or argument.	Pupil can justify views, usually offering coherent evidence to support them: e.g. <i>I think Sachar is really writing about the power for good and bad that some people have over others, especially adults over children; because all the way through the book Stanley seems powerless and at the mercy of the adults around him. Even at the end it is adults who set him free.</i>	
	14. Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books	Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books, including some whole books that they have read for themselves, expressing views and preferences about authors, poets and genres, justifying them by reference to the text, drawing on, comparing and contrasting examples	

15. Reads books that are structured in different ways and reading for a range of purposes	Pupil can select and read books making effective use of the structure: e.g. <i>first person historical accounts, spy series, series set in alternative worlds, historical fiction</i>	
16. Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	Pupil is familiar with a wide range of age-appropriate books and can independently identify, name and describe some genres: e.g. <i>espionage, magical worlds, comedy</i>	
17. Recommends books that they have read to their peers, explaining their reasoning through explicit explanation developed by close reference to the text	Pupil can usually share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices: e.g. <i>I would recommend Tolkien's The Hobbit because there are two great films to go with the book and I really enjoyed exploring how episodes from the novel had been adapted for film when I discussed, with my group, which we preferred.</i>	
18. Identifies and discusses themes and conventions in and across a wide range of writing such as the use of the first person in writing diaries and autobiographies; or considering accounts of the same event, with identification of viewpoint developed through close reference to the text	Pupil can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. <i>isolation, flashback in narrative</i>	
19. Makes comparisons within and across books. May contain some detailed discussion of textual conventions or features as used by writers from different periods, or ideas about how topics are treated differently in texts from different cultures.	Pupil can make comparisons within and between books and between versions of the same text, giving examples to support opinions: e.g. <i>Stanley is a big like Sirius Black because they are both held captive even though they are innocent.</i>	
20. Learn a wider range of poetry by heart	Pupil can select and learn by heart an increasing range of age-appropriate poems	
21. Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone and volume so as to gain and maintain the attention of an audience	

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 8 statements overall
Secure = At least 4 KPIs and at least 13 statements overall
Exceeding = At least 6 KPIs and at least 17 statements overall

