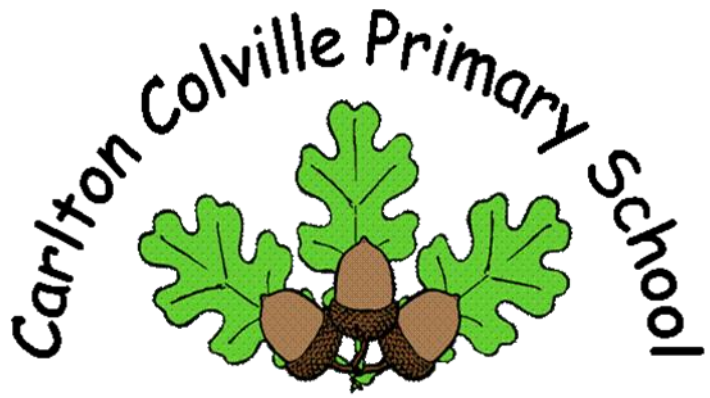

Reading

Assessment Document

Defining B.A.D.

Depth of Learning	Cognitive challenge	Nature of progress	Typically, pupils will	Predominant teaching style
Basic Fundamental Foundations	Low level cognitive demand. Involves following instructions.	Acquiring	name, describe, follow instructions or methods, complete tasks, recall information, ask basic questions, use, match, report, measure, list, illustrate, label, recognise, tell, repeat, arrange, define, memorise.	Modelling Explaining
Advancing Application of the Fundamental Foundations	Higher level of cognitive demand. Involves mental processing beyond recall. Requires some degree of decision making.	Practising	apply skills to solve problems, explain methods, classify, infer, categorise, identify patterns, organise, modify, predict, interpret, summarise, make observations, estimate, compare.	Reminding Guiding
Deep Inventive use of the fundamental foundations	Cognitive demands are complex and abstract. Involves problems with multi-steps or more than one possible answer. Requires justification of answers.	Deepening Understanding	solve non-routine problems, appraise, explain concepts, hypothesise, investigate, cite evidence, design, create, prove.	Coaching Mentoring

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Defining B1 - D2

Depth of Learning	Cognitive challenge	Nature of progress
Basic Fundamental Foundations	1	Some evidence of some of the indicators
	2	Widespread evidence of some of the indicators
Advancing Application of the Fundamental Foundations	3	Some evidence of most of the indicators
	4	Widespread evidence of most of the indicators
Deep Inventive use of the fundamental foundations	5	Some evidence of all of the indicators
	6	Widespread evidence of all of the indicators

Assessment criteria for reading

Milestone 1

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
To read words accurately	Apply phonic knowledge and skills as the route to decode words.	Begins to apply phonic knowledge and skills from phases 2, 3 and 4 to decode words.	Generally applies phonic knowledge and skills from phase 2, 3, 4 and 5 to decode words.	Independently applies phonic knowledge and skills to decode words.
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for phase 2 and phase 3 phonemes.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all phase 2, 3 and 5 phonemes. Begins to include alternative sounds for graphemes.	Responds speedily with the correct sound to graphemes (letters or groups of letters) for all phonemes; including, alternative sounds for graphemes.
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	Begins to blend sounds in unfamiliar words (CVC, CVCC, CCVC, CCVCC, CVCe and CCVCe) containing GPCs that have been taught.	Accurately blends sounds in unfamiliar words containing GPCs that have been taught.	Independently blends sounds in unfamiliar words using taught GPCs.
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	Begins to read common words, noting unusual correspondences between spelling and sound and where these occur in the word. Begins to read words with known GPCs and noticing –s, –es, –ing, –ed, –er and –est endings.	Generally reads common words; including the first 100 high frequency words; noting the unusual correspondences between spelling and sound and where these occur in a word. Generally reads words with taught GPCs and –s, –es, –ing, –ed, –er and –est endings.	Independently reads common exception words, noting the unusual correspondences between spelling and sound and where these occur in a word. Independently reads words with taught GPCs and –s, –es, –ing, –ed, –er and –est endings.
	Read other words of more than one syllable that contain taught GPCs.	With support reads phonically decodable words of more than one syllable.	Generally reads phonically decodable words of more than one syllable with accuracy and fluency.	Independently reads phonically decodable two and three syllable words with accuracy.
	Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s).	Begins to read common contractions, for example, I'll, I'm, we'll. Begins to understand that the apostrophe represents the omitted letter.	Generally reads most contractions accurately and understands that the apostrophe represents the omitted letter.	Applies knowledge of the different uses of the apostrophe to maintain understanding.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Reads aloud accurately books that are consistent with phonic knowledge and that do not require other strategies to work out words. Re-read these books to build up fluency and confidence in word reading.	With the support of a teacher, reads aloud books that are consistent with phonic knowledge with at least 90% accuracy. Begins to re-read books with some accuracy and fluency. Begins to read some phrases fluently.	Generally reads aloud books that are consistent with phonic knowledge with at least 90% accuracy. Generally, re-reads books with some fluency, pace and expression.	Independently reads a wide range of appropriate books fluently and accurately. Independently re-reads books with fluency, pace, phrasing and expression.
	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. [W1]	Reads accurately by blending the sounds in words that contain the graphemes taught so far (up to phase 5). Begins to recognise alternative sounds for graphemes. [W1]	Reads accurately by blending the sounds in words that contain the graphemes taught so far (phase 5 and beyond); recognising alternative sounds for graphemes.	Independently reads accurately by blending the sounds in words; including recognising alternative sounds for graphemes.
	Read accurately words of two or more syllables that contain the same graphemes as above. [1] [W2]	Reads accurately words of two or more syllables that contain graphemes taught so far (up to phase 5). [W2]	Generally reads accurately words of two or more syllables that contain graphemes taught so far (phase 5 and beyond). [1]	Independently reads words of two or more syllables with accuracy and fluency. Independently spells words of two or more syllables that contain graphemes taught so far.
	Read words containing common suffixes. [2]	Reads words containing common suffixes; including –s, –es, –ing, –ed, –er and –est endings.	Generally reads words containing common suffixes; including –s, –es, –ing, –ed, –er ,–est , -ful, -ly, -ment, -ness, -y and –tion endings. [2]	Uses knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meanings of words in context.
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. [3] [W3]	Reads many common exception words [W3], noting the unusual correspondence between spelling and sound and where these occur in a word.	Reads all common exception words, noting the unusual correspondence between spelling and sound and where these occur in a word. [3]	Independently reads all common exception words, noting the unusual correspondence between spelling and sound and where these occur in a word.
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. [4] [W4]	Reads many words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. [W4]	Generally reads most words quickly (over 90 words per minute) and accurately, without overt sounding and blending, when they have been frequently encountered. [4]	Independently reads most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. [5] [W5]	With support, reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy. Sounds out many unfamiliar words accurately. [W5]	Reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy. Sounds out unfamiliar words accurately, automatically and without undue hesitation. [5]	Without support, reads aloud books that are closely matched to their improving phonic knowledge, with at least 90% accuracy.
	Re-read books to build up fluency and confidence in word reading.	With support, re-read books with some fluency, pace, phrasing and expression. Shows confidence in word reading.	Re-reads books smoothly, with fluency, pace, phrasing and expression.	Independently re-reads books smoothly, with fluency, pace, phrasing and expression.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
To understand texts	Discuss events.	With support, understands main events or key points in a text that they can read accurately and those they listen to. With the support of a teacher, sequences a simple story and discusses the significance of the title and events.	Generally, develops pleasure in reading, by discussing the sequence of events in books and how items of information are related. Retells the story from the text and illustrations.[8]	Without support, comments on events in the story using quotations or references from the text appropriately.
	Predict events. [9]	With prompts, predicts what might happen; in both books that they read accurately and those they listen to; on the basis of what has been read so far.	Generally, predicts what might happen, in both books that they read accurately and those they listen to; on the basis of what has been read so far.	Independently, makes plausible predictions based on knowledge of the text. Justifies predictions by referring to text without support. [9]
	Link reading to own experience and other books. [10]	With support, begins to link what they read or hear to own experiences and other books.	Generally, makes links to own experiences and other books, drawing on what they already know or on background information and vocabulary provided by the teacher.	Independently, relates reading to own experience, other peoples' experience and from previous reading. [10]
	Join in with stories or poems.	With support, recognises and joins in with familiar or predictable phrases in stories or poems.	Generally, joins in with stories or poems; keeping pace, taking note of punctuation and using it to keep track of longer sentences.	Without support, joins in with stories or poems; keeping pace, taking note of punctuation and using it to keep track of longer sentences. Sustains interest in longer texts.
	Check that reading makes sense and self-correct. [6]	With the support of a teacher, checks that the text makes sense as they read and corrects inaccurate reading.	Generally, checks that the text makes sense as they read and corrects inaccurate reading. Generally checks that the word(s) that have been decoded fits with what else has been read and makes sense in the context of what is already known. [6]	Independently self—corrects to ensure that reading makes sense.
	Infer what characters are like from actions. [W6] [7] [8]	In discussions with a teacher, makes simple inferences about characters, based on what is being said or done in books that they read accurately and those they listen to. Uses role play to identify with and explore characters. [W6]	Generally, makes simple inferences about characters, based on what is being said or done in books that they read accurately and those they listen to. For example, understands simple cause and effect and what may have prompted a character's behaviour in a story. Uses role play and other drama techniques to identify with and explore characters. [7]	Independently, recognises how characters are presented in different ways and responds to this with reference to the text. Without support, makes reasoned judgements on characters' actions. [8]
	Ask and answer questions about texts. [7]	With the support of a teacher, locates specific information in response to a simple question. With support, asks simple questions about the text.	Generally, locates specific information in response to a simple question in books that they read accurately and those they listen to. Is able to answer and ask straightforward questions about a text. [7]	Independently, locates information confidently and efficiently by using appropriate skills and strategies. Asks relevant questions about texts and answers questions, using evidence from the text.
	Discuss favourite words and phrases.	With support, begins to respond to and discuss a text by identifying words/phrases that they like.	Generally, identifies and discusses favourite words and phrases in a text, for example, language choices; such as rhyme or alliteration, or 'sparkling' as a good word choice.	Independently identifies significant words and phrases and begins to consider the effect on the reader, for example, identifies language used to create moods and build tension.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Listen to and discuss a wide range of texts.	With support, listens to and discusses a wide range of poems, stories and non-fiction; including text at a level beyond that at which they can read independently.	Generally, listens to, discusses and expresses views about a wide range of poetry, stories and non-fiction; including text at a level beyond that at which they can read independently. Takes turns and listens to what others say. There is some awareness that writers write for particular purposes.	Without support, listens and discusses a wider range of texts. Understands how style and vocabulary are linked to the purpose of the text.
	Recognise and join in with (including role-play) recurring language.	With support, recognises and joins in with recurring language and predictable phrases in stories and poetry. During role play begins to try out recurring language and/or familiar story language; such as 'Once upon a time…', 'Not now Bernard'.	Generally, recognises and joins in with recurring language in stories and poetry. During role play uses recurring language and/ or familiar story language such as 'Once upon a time…', 'Not now Bernard'. Begins to use expression, volume and action in order to show an understanding of 'performance'.	Without support, recognises and joins in with recurring language in stories and poetry. During role play uses expression, volume and action in order to show an understanding of 'performance'.
	Explain and discuss understanding of texts.	With support, explains a text that has been read to them and begins to discuss their understanding of it.	Generally, explains and discusses understanding of books, poems and other material; including those that they listen to and those that they read themselves.	Without support, clearly explains a text and discusses their understanding of it. Begins to make links between different texts.
	Discuss the significance of the title and events.	With support, discusses the title, blurb, illustrations and is beginning to understand their purpose. Begins to generate simple questions or predictions based on the title, blurb or illustrations.	Generally, locates and discusses the title, blurb and illustrations and understands their purpose. Begins to use title, blurb and illustrations to help make informed choices, for example, to choose a book that will help during research.	Without support, locates and discusses the title, blurb and illustrations and understands their purpose. Effectively uses title, blurb and illustrations to help make informed choices independently.
	Make inferences on the basis of what is being said and done. [W6][7] [8]	With support, begins to make simple inferences on the basis of what is being said and done. [W6]	Generally, begins to make inferences on the basis of what is being said and done. [7]	Independently, makes inferences on the basis of what is being said and done and is beginning to use evidence from the text. [8]

Assessment criteria for reading

Milestone 2

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
To read words accurately	Apply a growing knowledge of root words, prefixes and suffixes.	Begins to apply knowledge of simple root words, prefixes and suffixes to construct the meaning of words in context.	Generally, able to apply knowledge of most simple root words, prefixes and suffixes to construct the meaning of words in context.	Able to apply knowledge of all age-related root words, prefixes and suffixes independently.
	Read further exception words, noting the spellings.	Beginning to read some exception words. With support, notes the spellings for further exception words.	Generally, able to read further exception words, and note the spelling.	Read and spell all age-related exception words independently.
To understand texts	Draw inferences from reading.	With the support of a teacher, simple inferences can be made using evidence from the text.	In a range of texts, inferences can be made, such as: inferring characters' feelings, thoughts and motives from their actions. Generally, justifies inferences with evidence.	Independently demonstrates an understanding of a range of texts; selecting essential points and using inference and deduction where appropriate.
	Recall and summarise main ideas.	With the support of a teacher, the main points of a text are understood and can be recalled and summarised.	Recalls and summarises the main ideas and themes across a range of texts.	Recalls and summarises main ideas precisely and accurately. Independently, identifies key features, themes and characters and selects sentences, phrases and relevant information to support views.
	Discuss words and phrases that capture the imagination.	With the support of a teacher, identifies where language is used to create mood or build tension. With the support of a teacher, identifies a few basic features of the writer's use of language but with little or no comment, for example, 'There are lots of adjectives in this text.'	Generally, comments on the choice of language in order to create moods and build tension. The effect that language has on the reader is discussed. Beginning to consider the impact of descriptive style.	Without support, comments upon the use of author's language and the effect upon the reader. Across a range of reading, comments upon the writers choice of language without support; for example, 'all the questions make you want to find out what happens next' and 'The adverbial phrase 'In the misty midnight air…' creates suspense.'
	Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.	With the support of a teacher, shows some awareness of organisational features. With the support of a teacher, retrieves and records information; using basic organisational features, such as the title and main headings.	Generally, organisational features and conventions are identified and used to locate and retrieve information; for example, title, index, glossary and contents. Generally, records information from non-fiction, using titles, headings, sub-headings and indexes.	Independently identifies and uses organisational features and conventions effectively of non-fiction texts to retrieve and record information.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Prepare poems and plays to read aloud with expression, volume, tone and intonation.	With the support of a teacher, listens to, discusses and expresses views about poetry and plays. Begins to read aloud with expression, volume, tone and intonation. Begins to use performance to extend their interest in the meaning and origin of words.	With guidance, prepares poems and play scripts in order to read aloud and to perform; showing understanding through intonation, tone, volume and action. Uses performance to extend interest in the meaning and origin of words.	Independently, prepares poems and play scripts to read aloud and to perform; showing understanding through intonation, tone, volume and action; so that the meaning is clear to the audience. Learns a wider range of poetry by heart.
	Identify recurring themes and elements of different stories.	With support, begins 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.	Generally, recognises 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.	Independently, recognises and identifies recurring themes in a variety of different texts. Selects relevant information to support their views.
	Recognise some different forms of poetry.	With the support of a teacher, begins to recognise that there are different forms of poetry; for example, nursery rhymes, haiku's, limericks, narrative poetry, nonsense poetry etc.	Generally, identifies different types of poetry and their forms; for example, haiku's, limericks, narrative poetry, nonsense poetry etc.	Without support, identifies and compares different forms of poetry; for example. haiku's, limericks, narrative poetry, nonsense poetry etc.
	Explain and discuss understanding of reading, maintaining focus on the topic.	With support, participates in discussion about books; including those that are read to them and those they can read for themselves. With the support of a teacher, explains and discusses ideas, whilst maintaining a focus on the topic.	Participates in discussions about books and is able to explain and discuss ideas, whilst maintaining a focus on the topic. Generally, recommends books that they have read, giving reasons for their choices.	Independently, recommends books that they have read, giving reasons for their choices. Without support, participates in discussions about books, building on ideas and challenging views courteously. Independently, explains and discusses understanding of what they have read; including formal presentations and debates. Without support, provides reasoned justifications for views.
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	With the support of a teacher, makes simple inferences using evidence in a range of texts.	Generally, makes straightforward inferences and justifies views with evidence; for example, inferring characters' feelings, thoughts and motives.	Without support, understands a range of texts; selecting essential points and using inference and deduction where appropriate.
	Predict what might happen from details stated and implied.	With the support of a teacher, simple predictions about what is implied or what has happened so far are made.	Generally, predictions about details stated, what is implied or what has happened so far, are made.	Predictions about details stated, what is implied or what has happened so far are made without support.
	Identify main ideas drawn from more than one paragraph and summarise these.	With support, begins to identify and summarise the main ideas drawn from more than one paragraph.	Generally able to identify and summarise the main ideas drawn from more than one paragraph.	Able to independently identify and summarise the main ideas or purpose of a text.
	Identify how language, structure and presentation contribute to meaning.	With the support of a teacher, begins to learn that there are different conventions of writing; for example, greetings in letters, a diary written in the first person or the use of presentational devices; such as, numbering and headings.	Generally, recognises the conventions of different types of writing; for example, greetings in letters, a diary written in the first person or the use of presentational devices; such as, numbering and headings.	Independently, recognises the conventions of different types of writing and considers their impact.
	Ask questions to improve understanding of a text.	With the support of a teacher, begins to consider the types of questions that can be asked to improve understanding of a text.	Generally is beginning to ask relevant and purposeful question in order to improve understanding of a text.	Independently recognises and uses relevant questions in order to develop understanding of a text.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Check that the text makes sense, discussing understanding and explaining the meaning of words in context.	With support, re-reads to check that the text makes sense. Begins to find out and discuss the meanings of new words in context.	Generally re-reads to check that the text makes sense. Discusses understanding of a text and finds out the meanings of new words in context.	Independently seeks out the meaning of new words in text. Re-reads texts independently to develop a deeper understanding of a text.

Assessment criteria for reading

Milestone 3

Note: Independently or 'without support' means – Choosing to by oneself not when asked.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
To read words accurately	Apply knowledge of root words, prefixes and suffixes.	Begins to apply a knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Generally, applies growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.	Independently, applies in depth knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
	Read age-appropriate books with confidence and fluency (including whole novels).	Fluency is beginning to show.	Novels are read fluently.	Longer novels and complex texts are read fluently.
To understand texts	Recommend books to peers, giving reasons for choices.	With the support of a teacher, expresses a personal viewpoint and response to a text; giving simple reasons for choices. Sometimes refers to text when explaining views.	Expresses a personal viewpoint and response to a text, giving reasons for choices and recognising its effect on a reader. Refers to the text when explaining views.	Without support, expresses a personal viewpoint and response to a text giving reasons for choices and recognising its effect on a reader. Refers to the text when explaining views and relates to a wider context of literature and experiences.
	Identify and discuss themes and conventions in and across a wide range of writing.	With the support of a teacher, begins to identify main themes across a range of writing and is able to discuss them; for example, loss and heroism. With the support of a teacher, begins to identify the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies.	Generally, identifies main themes across a wide range of writing and is able to discuss them; using reference to the text(s); for example, loss and heroism. Identifies and discusses the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies.	Independently, identifies main themes and conventions across a wide range of writing and is able to discuss them confidently, using reference to the text(s). Without support, identifies and discusses the conventions of different types of writing; such as the use of the first person in writing diaries and autobiographies.
	Make comparisons within and across books.	With the support of a teacher, begins to notice and discuss simple comparisons within and across books, for example, genre, theme and plot.	Generally, makes comparisons within and across books, for example, themes, genre, plot, characters setting and organisational devices etc.	Compares and contrasts the styles of different writers and poets, giving examples from the text(s) without support.
	Learn a wide range of poetry by heart.	Learns some poetry by heart in order to recite aloud. May need prompting throughout recital.	Learns a range of poetry by heart in order to recite aloud.	Learns a wider range of poetry by heart in order to recite aloud.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	With the support of a teacher, begins to prepare and perform poems and plays aloud; showing some understanding of the text through intonation, tone, volume and action.	Prepares and performs poems and plays aloud; showing understanding of the text through intonation, tone, volume and action. Beginning to show an awareness of audience when preparing and performing.	Prepares and performs poems and plays aloud; showing understanding of the text through intonation, tone, volume and action. Shows awareness of audience; for example, varying expression to show different characters' voices.
	Check that the book makes sense, discussing understanding and exploring the meaning of words in context.	When reminded, re-reads and reads ahead to determine meaning. Generally, uses knowledge of known words to read unknown words. Begins to show that they understand what has been read by checking that the book makes sense to them.	Beginning to use a range of strategies to read appropriate texts fluently and accurately. Generally, applies spelling, grammar and punctuation knowledge to read confidently with appropriate phrasing and intonation. Generally, show that they understand what they read by checking that the book makes sense to them.	Independently applies a full range of strategies to read a range of texts fluently and accurately. Independently, demonstrates that they understand what they read by checking that the book makes sense to them.
	Ask questions to improve understanding.	With the support of a teacher, asks relevant questions to improve understanding.	Asks questions to improve understanding. Is able to generate questions about the text to improve understanding.	Asks timely and relevant questions to improve understanding. Without support, is able to generate questions about the text in order to improve understanding.
	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Begins to infer meaning using evidence from the text, but may need prompts to offer more in depth responses.	In responding to a range of texts, shows understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. Refers to text when explaining views.	Distinguishes between implicit and explicit points of view independently. Without support, explains how messages, moods, feelings and attitudes are conveyed in poetry and prose; using inference and deduction and makes reference to text.
	Predict what might happen from details stated and implied.	Uses knowledge of structure/content of a text in order to make or confirm predictions.	In a range of texts uses structure and/or content to make predictions; referring to the text to support views.	In a range of texts uses structure and/or content to make predictions, effectively supported with relevant references to the text to explain views.
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	With the support of a teacher, locates relevant information in a text and draws out the key details to summarise the main ideas.	Generally, locates relevant information in a text and draws out the key details to summarise the main ideas. Beginning to use quotes, or references to support response.	Independently, locates relevant information in a text and draws out the key details to summarise the main ideas. Independently, locates information effectively and supports responses with relevant references to the text.
	Identify how language, structure and presentation contribute to meaning.	With the support of a teacher, identifies features of different fiction genres, for example, science fiction, adventure, myths and legends etc. With the support of a teacher, identifies structure and language features of a range of non-fiction text types, for example, subtitles and headings in explanations and recounts and emotive language in persuasion.	Recognises and uses knowledge of structure and language features of both fiction and non-fiction text types in order to support understanding when reading.	Comments on genre specific language and explains how it supports the writer's theme or purpose. Explains impact and effectiveness of structural devices.

Learning Objective	Key Milestone Indicator(s)	Basic Some of the following features will be seen.	Advancing Most of the following features will be seen.	Deep All of the following features will be seen.
	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	With the support of a teacher, understands the difference between literal and figurative language. Begins to refer to language and theme when justifying their views. Comments on the effectiveness of the author's language to create mood and build tension.	Discusses and evaluates how authors use language and the impact on the reader. Generally, understands the difference between literal and figurative language. Comments on its effectiveness and its impact upon the reader. Identifies and describes style and technical terms of individual writers or poets; for example, metaphor, simile, analogy, imagery, style and effect.	Independently, explains effectiveness and impact on the reader of the writer's language choices. Recognises when a word or phrase has more than one layer of meaning. Refers to language and theme when justifying views and identifies and describes style and technical terms of individual writers or poets, for example, metaphor, simile, analogy, imagery, style and effect. Selects sentences, phrases and relevant information to support their view without support.
	Retrieve and record information from non-fiction.	With the support of a teacher, locates information in non-fiction texts by beginning to use appropriate skills; for example, non-fiction features such as headings and subtitles, skimming, scanning, text marking and by using ICT resources. Begins to record information appropriately.	Quickly retrieves and records information from non-fiction, using the structure of the text to support. Uses skills of skimming, scanning and text marking to locate relevant information. Generally, records information from non-fiction text appropriately.	Retrieves and collates information effectively from a range of sources without support. Responses are supported by appropriate references to the text. Without support, records information from non-fiction text appropriately.
	Participate in discussion about books, taking turns and listening and responding to what others say.	With the support of a teacher, participates in discussion about books, taking turns and responding to what others say. With prompts, can discuss personal viewpoints in response to a text. With the support of a teacher, refers to the text when explaining views.	Refers to text when explaining views and generally participates in discussion about books, taking turns and responding to what others say. Discusses personal viewpoints confidently in response to a text.	Refers accurately to the text when explaining views, adeptly using it to justify viewpoint. Independently, participates in discussion about books, taking turns and responding to what others say. Independently, makes links to other known texts.
	Distinguish between statements of fact and opinion.	With the support of a teacher, begins to distinguish between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.	Generally, distinguishes between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.	Independently, distinguishes between statements of fact and opinion. For example, distinguishing between established facts and personal viewpoints.
	Provide reasoned justifications for views.	With the support of a teacher, begins to find reasons to justify a viewpoint.	Generally, is able to provide reasoned justifications for views and uses evidence to support.	Independently, provide reasoned justifications for views, using a range of evidence to support.