Reading—Milestone 3

	Basic	Advancing	Deep
Reading Objective: To read words accurately			
Apply knowledge of root words, prefixes and suffixes.	Beginning 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.
Reading Objective: To understand texts			
Recommend books to peers, giving reasons for choices.	With support of a teacher, expresses a personal viewpoint and response to a text; giving reasons for choices and recognising its effect on a reader. Sometimes refers to text when explaining views.	With prompts, expresses a personal viewpoint and response to a text, giving reasons for choices and recognising its effect on a reader. When reminded, refers to 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 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 support of a teacher, is beginning to identify main themes across a range of writing and is able to discuss them, for example, loss and heroism. With support of a teacher, is beginning 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. With reminders, 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, 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 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.	With reminders, 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.
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 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 an 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 they 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 support of a teacher, is asking 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. Able to generate questions about the text to improve understanding without support.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	Beginning 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.

Reading—Milestone 3			
	Basic	*Advancing*	*Deep*
Reading Objective: To understand texts continued...			
Predict what might happen from details stated and implied.	*Uses knowledge of structure/content 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 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 support of a teacher, identifies features of different fiction genres, for example, science fiction, adventure, myth s and legends etc. With support of a teacher, identifies structure and language features of a range of non-fiction text types, for example, explanations recounts, persuasion.*	*With prompts, recognises and uses knowledge of structure and language features of both fiction and non-fiction text types 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.*
Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	*With 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 authors language to create mood and build tension.*	*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 their 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 support of a teacher, locates information in non-fiction texts by beginning to use appropriate skills, for example, non-fiction features, skimming, scanning, text marking, using ICT resources.* *Begins to record information appropriately.*	*Quickly retrieves and records information from non-fiction, using the structure to support this.* *Uses skills of skimming, scanning and text marking to locate relevant information.*	*Retrieves and collates information effectively from a range of sources without support. Responses are supported by appropriate references to the text.*
Participate in discussion about books, taking turns and listening and responding to what others say.	*With support of a teacher, refers to the text when explaining views.*	*Refers to text when explaining views.*	*Refers accurately to the text when explaining views, adeptly using it to justify viewpoint. Independently, makes links to other known texts.*
Distinguish between statements of fact and opinion.	*With 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.*
Explain and discuss understanding of what has been read, including through formal presentations and debates, maintaining a focus on a topic and using notes where necessary.	*With support of a teacher, begins to present and debate on a given topic, sometimes using notes.*	*Generally, is able to research a topic and convey understanding through debate or formal presentation; using notes where necessary.*	*Independently, researches topics and is able to convey an understanding of different viewpoints through debate or formal presentation.*
Provide reasoned justifications for views.	*With 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.*