Reading   Name: ……………………………………………………………………………………………

Secure	Read RWI set 3 sounds within a text
	Read RWI set 3 sounds within a text (alternative pronunciations for sounds)
	Read tricky words and common exception fluently.
	Make simple inferences e.g. I think Red Riding Hood was scared because the wolf was frightening
	Check that the text makes sense as it is read and correct inaccurate reading
Developing	Discuss the meaning of new words by linking to vocabulary they know e.g. unkind = means not kind
	Understand that non-fiction texts provide information
	Answer questions orally about a shared fiction text
	Answer questions orally about a shared non-fiction text e.g. what do penguins eat?
Emerging	Make simple predictions based on their own experiences e.g. I think the lady will be cross because my neighbour got cross when that happened.
	Read polysyllabic words using phonics first: RWI set 1 and 2
	Read all the RWI set 1 and 2 sounds with automaticity.
	Reading Band 1

Reading   Name: ………………………………………………………………………………………

Secure	Read set 3 in RWI sounds within a text
	Read set 3 in RWI sounds within a text (alternative pronunciations for sounds)
	Read accurately words of two or more syllables
	Automatically read unfamiliar words accurately and without undue hesitation when reading aloud
	Read tricky words and common exception words fluently.
	Make inferences on the basis of what is said and done e.g. I think something bad will happen to Hansel and Gretel because they've been left on their own
	Check that the text makes sense and correct inaccurate reading showing understanding and comprehension of what has been read
Developing	Use scanning to locate a single piece of information, in response to questions from the teacher (Fiction)
	Use scanning to locate a single piece of information, in response to questions from the teacher (Non-fiction)
	Discuss favourite words and phrases
Emerging	Clarify and discuss the meanings of new words, by linking to vocabulary they know e.g. I think 'kindly' means he spoke in a nice way.
	Predict what may happen on the basis of what has been read so far e.g. I think mum will get cross because she told Tom not to lie again
	Discuss the sequence of events
	Reading Band 2

Reading   Name: ……………………………………………………………………………………

Secure	Automatically read unfamiliar words accurately and without undue hesitation when reading aloud
	Read tricky words and common exception fluently.
	Justify inferences with a single piece of evidence from the text to support one specific point
	Draw inferences about characters' thoughts and actions *e.g. I think the boy really misses his dad because he cries when he sees his friends with their dads*
	Identify words and phrases that capture the reader's interest and contribute to the meaning of the text *e.g. it says gobbled, which tells you he was eating it greedily and quickly. The author's used powerful verbs like flushed, drifting, sneaked, pluck*
Developing	Identify and discuss the meaning of words in context *e.g. I think 'generous' means kind because he gave his money away*
	Use contents and subheadings to locate relevant information.
	Use skimming to locate main ideas in the text (Fiction)
	Use skimming to locate main ideas in the text (Non-fiction)
	Understand what has been read by summarising the main ideas
Emerging	Predict what may happen based on both what has been stated (obvious) and implied (less obvious) *e.g. I think mum will get cross because Tom knew he shouldn't have lied*
	Use scanning to locate pieces of information (Fiction)
	Use scanning to locate pieces of information (Non-fiction)
	Read set 3 in RWI sounds within a text
	Read set 3 in RWI sounds within a text (alternative pronunciations for sounds)
	Read accurately words of two or more syllables
	Reading Band 3

Reading   Name: ………………………………………………………………………………

Secure	Explain how words and phrases capture the reader's interest and imagination and how they contribute to the meaning of the text *e.g. the author's used powerful verbs like: twisting and turning, tumbled, pounding, spun, which give you an idea about how fast and exciting the acrobats are*
	Justify inferences with several pieces of evidence from the text to support one specific point
	Draw inferences about characters' feelings and motives *e.g. I think Leon volunteers because he wants to prove that magic is real*
Developing	Use skimming to locate main ideas in the text (Fiction)
	Use skimming to locate main ideas in the text (Non-fiction)
	Explain the meaning of new words in context *e.g. I think 'compassionate' means kind because she could have walked away but she didn't*
	Use a dictionary to check the meaning of words that have been read
Emerging	Predict what may happen based on what has been implied *e.g. I think mum will get cross because she's worried Tom may get into trouble*
	Use contents, indexes, glossaries and sub-headings to locate specific information
	Use scanning to locate specific information (Fiction)
	Use scanning to locate specific information (Non-fiction)
	Understand what has been read by summarising the main ideas
	Reading Band 4

Reading   Name: ……………………………………………………………………………………

Secure	Evaluate how authors use language to impact the reader e.g. use of repetition for effect; the author's used the metaphor 'his face was a grey cloud,' which helps you to imagine his sadness
	Draw inferences from within the text about themes and characters' and authors' viewpoints e.g. Tom is scared to move because he doesn't pack; he leaves his favourite toy behind on purpose and he's always nervous
	Justify inferences and views with a variety of references from across the text
Developing	Use skimming and scanning to locate information efficiently across a range of sources (Fiction)
	Use skimming and scanning to locate information efficiently across a range of sources (Non-fiction)
	Explore the meaning of words in a given context within fiction and non-fiction e.g. 'flexible' means rubber is a bendy material
	Read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Emerging	Predict what may happen based on their understanding of the content and the themes within the text e.g. I think Macbeth will die because he's a murderer / the witches suggest it
	Distinguish between fact and opinion
	Make notes from several sources to gather information
	Reading Band 5

Reading   Name: ……………………………………………………………………………

Secure	Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader *e.g. explain the differences between words such as: miffed, irritated, furious, fuming, irate, livid, incensed and their impact*
	Draw inferences across texts about characters' viewpoints, authors' viewpoints and themes *e.g. soldiers were disillusioned with the war because the reality was different from what they'd been told*
	Justify their inferences and views with a variety of references from across texts and by comparing sources and considering the reliability of information *e.g. selecting points that support and discrediting points that contradict their argument*
	Make comparisons within and across books
	Explain and discuss understanding of what has been read, presenting information in different ways and using notes where necessary
Developing	Explore the meaning of words in different contexts within fiction and nonfiction *e.g. flexible means he was prepared to compromise/means it was bendy*
	Use skimming and scanning to locate information selectively and precisely across a range of sources (Fiction)
	Use skimming and scanning to locate information selectively and precisely across a range of sources (Non-fiction)
Emerging	Predict what may happen based on their wider understanding of content and themes *e.g. I think Macbeth will die because it's a tragedy/villain often lose*
	Distinguish between fact, opinion and bias
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
	Band 6