KS2 Reading- Year 3

	Working towards the expected standard						
3.1.a.1	Pupil can sometimes apply their knowledge of morphemes to read aloud and attempt to make sense of new words they meet.						
3.1.a.2	Pupil can read some exception words with support.						
3.2.a.1	Pupil can listen attentively and sometimes respond with relevant comments to a range of fiction and non.						
3.2.a.2	Pupil can read a range of books that are structured in different ways and for a range of purposes.						
3.2.b.1	Pupil can, with support, recall and retell the basic plot of some age-appropriate fairy, myths and legends.						
3.2.b.2	Pupil can, with support, recognise and discuss some key themes and conventions in a range of age-appropriate books.						
3.2.c.1	Pupil can, with support, read aloud and perform poems and play scripts with some understanding of intonation, tone, volume and action.						
3.2.c.2	Pupil can recognise, with support, some different forms of poetry.						
3.2.d.1	Pupil sometimes uses a dictionary to check the meaning of words they have read.						
3.2.e.1	Pupil can, with support, monitor reading of age-appropriate texts for sense and self-correct when they misread and can sometimes explain how the same word can have different meanings in different contexts.						
3.2.e.2	Pupil can sometimes ask themselves questions to improve their understanding when independently reading an age-appropriate texts.						
3.2.e.3	Pupil can, with support, when reading an age-appropriate book independently recognise the main ideas in paragraphs and can sometimes summarise the content of these.						
3.2.f.1	With support, pupil can draw straightforward inferences from their independent reading of age-appropriate texts and is beginning to explain thinking, returning to text to support opinions when prompted.						
3.2.g.1	Pupil can sometimes read 'between the lines' when independently reading an age-appropriate text and draw on experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader.						
3.2.h.1	Pupil can sometimes identify words or phrases that interest, inspire or intrigue from their reading and sometimes say why.						
3.2.h.2	Pupil can, with support, 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.						
3.2.i.1	Pupil can, with support, identify questions to be answered before and use the specific features of age-appropriate non-fiction texts to answer them. Sometimes records information in a form to be easily retrieved.						
3.2.j.1	Pupil can, with support, discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk (turn taking and listening).						
	Working at the expected standard						
3.1.a.1	Pupil can read applying their knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words: 'forget' to read and understand forgotten.						
3.1.a.2	Pupil can read further exception words with unusual correspondences between spelling and sound.						
3.2.a.1	Pupil can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences.						
3.2.a.2	Pupil can independently read books that are structured differently for a range of purposes. Show some awareness of the various purposes for reading.						
3.2.b.1	Pupil can independently demonstrate familiarity with a wide range of age-appropriate books retelling some of these orally.						
3.2.b.2	Pupil can identify and discuss themes and conventions in a wide range of age-appropriate books: e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales. In non-fiction, pupil can identify presentational devices e.g. numbering and headings.						
3.2.c.1	Pupil can independently read aloud and perform poems and play scripts, showing their understanding of intonation, tone, volume and action. Pupil can re-read, rehearse and perform to show some understanding of the meaning of these texts.						
3.2.c.2	Pupil can identify and name some different forms of poetry: e.g. free verse, narrative poetry.						
3.2.d.1	Pupil can usually use a dictionary independently to check the meaning of words they have read.						
3.2.e.1	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. foul (filthy) and foul in sport.						
3.2.e.2	Pupil can usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts: e.g. I wonder how Tom knew what the rules of all the games were?						
3.2.e.3	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including some of the main ideas in one or two sentences using key vocabulary.						
3.2.f.1	Pupil is beginning to draw inferences from their independent reading of age-appropriate texts, often correct but not always fully supported by reference to the text.						
3.2.g.1	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.						
3.2.h.1	Pupil can usually identify words or phrases that interest, inspire or intrigue them from their reading and say why.						
3.2.h.2	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.						
3.2.i.1	Pupil can usually identify questions to be answered before and use the specific features of age-appropriate non-fiction texts to answer them. Usually records information in a form that can be easily retrieved.						
3.2.j.1	Pupil can usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk						
	Working at greater depth within the expected standard						
3.1.a.1	Pupil can read aloud accurately and make sense of new words with confidence.						
3.1.a.2	Pupil can read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word.						
3.2.a.1	Pupil can listen to a wide range of fiction and non-fiction including unfamiliar texts and whole books.						
3.2.a.2	Pupil can confidently read a range of books for a range of purposes.						
3.2.b.1	Pupil can confidently retell age-appropriate stories from an increasingly wide range of age-appropriate books.						
3.2.b.2	Pupil can confidently identify and discuss themes and conventions in a wide range of age-appropriate books.						
3.2.c.1	Pupil demonstrates enthusiasm to prepare and perform poems and play scripts and shows understanding through appropriate intonation, tone, volume and action.						
3.2.c.2	Pupil can confidently identify and name some different forms of poetry and name them.						
3.2.d.1	Pupil can routinely and efficiently use a dictionary to check the meaning of new words they encounter.						
3.2.e.1	Pupil can almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explain how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative						
3.2.e.2	Pupil can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.						
3.2.e.3	Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.						
3.2.f.1	Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text.						
3.2.g.1	Pupil can almost always read 'between the lines' when independently reading an age-appropriate text and draw on experience of similar texts to predict what might happen next, identifying clues the writer has planted.						
3.2.h.1	Pupil can almost always identify words or phrases that interest, inspire or intrigue them from their reading and almost always say why.						
3.2.h.2	Pupil can almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning from the text.						
3.2.i.1	Pupil can always identify questions to be answered before and use the specific features of age-appropriate non-fiction texts to answer them. Almost always records information in a form that can be easily retrieved.						
3.2.j.1	Pupil can almost always discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk.						

KS2 Reading - Year 4

	Criteria	T 1	T 2	T 3	T 4	T 5	T6
	Working towards the expected standard						
4.1.a.1	Pupil can use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and read them aloud.						
4.1.a.2	Pupil can read a range of exception words using approximate pronunciation.						
4.2.a.1	Pupil can listen attentively, discuss and give opinions on a range of fiction and non-fiction.						
4.2.a.2	Pupil can use experience of reading a range of books to give examples of how books are structured differently.						
4.2.b.1	Pupil can accurately retell the main events of a wide range of age-appropriate fairy stories, myths and legends.						
4.2.b.2	Pupil can, with support, give examples of the same themes and conventions in different age-appropriate books.						
4.2.c.1	Pupil can perform poems and play scripts, experimenting with intonation, tone, volume and action.						
4.2.c.2	Pupil can recognise and name some different forms of poetry.						
4.2.d.1	Pupil can, with support, use a dictionary to check the meaning of words encountered in reading.						
4.2.e.1	Pupil can, with support, monitor reading of age-appropriate texts for sense and self-correct when they misread and can sometimes explain how the same word can have different meanings in different contexts.						
4.2.e.2	Pupil can sometimes ask themselves questions to improve their understanding when independently reading an age-appropriate texts.						
4.2.e.3	Pupil can, with support, when reading an age-appropriate book independently recognise the main ideas in paragraphs and can sometimes summarise the content of these.						
4.2.f.1	Pupil can, with support, draw inferences from their independent reading of age-appropriate texts and explain thinking, returning to text to support opinions when prompted.						
4.2.g.1	Pupil can sometimes 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, sometimes identifying clues the writer has planted for the reader: e.g. I think.						
4.2.h.1	Pupil can sometimes identify words or phrases that interest, inspire or intrigue them from their reading and sometimes say why, explaining the effect on them as a reader.						
4.2.h.2	Pupil can, with support, 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.						
4.2.i.1	Pupil can, with support, identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts to answer them. Sometimes records information in a form that can be easily retrieved.						
4.2.j.1	Pupil can, with support, discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk.						
	Working at the expected standard						
4.1.a.1	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. uses knowledge of 'limit' to read and understand limited.						
4.1.a.2	Pupil can use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word: e.g. business, medicine, separate, surprise.						
4.2.a.1	Pupil can listen attentively and participate in discussion about a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences, justifying them by reference to the text.						
4.2.a.2	Pupil can use, select and read books that are structured in different ways for the appropriate purposes: e.g. specialist books for advice on sports or hobbies, following a series by the same writer.						
4.2.b.1	Pupil can accurately retell a wide range of age-appropriate fairy stories, myths and legends, providing detail which is interesting and appropriate.						
4.2.b.2	Pupil can independently identify and discuss some themes and conventions in age-appropriate text.						
4.2.c.1	Pupil can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches to aid understanding.						
4.2.c.2	Pupil can confidently identify and name some different forms of poetry and describe their features: e.g. ballads, limericks.						
4.2.d.1	Pupil can independently use a dictionary to check the meaning of words encountered in reading.						
4.2.e.1	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.						
4.2.e.2	Pupil can usually ask themselves questions to improve understanding when independently reading an age-appropriate text.						
4.2.e.3	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in one or two sentences using key vocabulary from the text.						
4.2.f.1	Pupil is beginning to draw inferences from their independent reading of age-appropriate texts, often correct but not always fully supported by reference to the text.						
4.2.g.1	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.						
4.2.h.1	Pupil can usually 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.						
4.2.h.2	Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and demonstrate their understanding of how these help the reader draw meaning from the text.						
4.2.i.1	Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts to answer them. Usually records information in a form that can be easily retrieved.						
4.2.j.1	Pupil can usually discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk.						
	Working at greater depth within the expected standard						
4.1.a.1	Pupil can use knowledge of root words, prefixes and suffixes to fluently read and interpret new words in the context. They can decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation.						
4.1.a.2	Pupil can read a range of exception words, with appropriate pronunciation, with minimal impact on the fluency of reading.						
4.2.a.1	Pupil can discuss their preferences when reading fiction and non-fiction, justifying by drawing on and comparing examples.						
4.2.a.2	Pupil can compare books that are structured differently and give opinions on how effectively they meet their purpose.						
4.2.b.1	Pupil can accurately retell a wide range of age-appropriate fairy stories, myths and legends, including phrases straight from the text showing familiarity and understanding through appropriate level of detail with some embellishment or adaptation.						
4.2.b.2	Pupil can independently identify and discuss many themes and conventions in age-appropriate texts.						
4.2.c.1	Pupil can perform poems and play scripts, using intonation, tone and volume, and uses drama approaches with individual interpretation.						
4.2.c.2	Pupil can confidently identify and name a wider range of different forms of poetry and describe some of their features.						
4.2.d.1	Pupil spontaneously turns to a dictionary to check the meaning of words encountered in reading.						
4.2.e.1	Pupil can almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explain how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative meanings for it.						
4.2.e.2	Pupil can almost always ask themselves questions to improve understanding when independently reading an age-appropriate text.						
4.2.e.3	Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.						
4.2.f.1	Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text.						
4.2.g.1	Pupil can almost always 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, identifying clues the writer has planted for the reader.						
4.2.h.1	Pupil can almost always identify words or phrases that interest, inspire or intrigue them from their reading and almost always say why, explaining the effect on them as a reader.						
4.2.h.2	Pupil can almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and always demonstrate their understanding how these help the reader draw meaning from the text.						
4.2.i.1	Pupil can almost always identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts to answer them. Almost always records information in a form that can be easily retrieved.						
4.2.j.1	Pupil can almost always discuss their reading of age-appropriate texts in groups and whole class, following agreed class rules for group talk.						

KS2 Reading - Year 5

	Working towards the expected standard						
5.1.a.1	Pupil can, with support, apply their knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words they meet.						
5.2.a.1	Pupil can with support read and discuss a wide range of fiction/non-fiction, sometimes expressing/justifying preferences.						
5.2.a.2	Pupil can read a range of books that are structured in different ways and for a range of purposes, with support.						
5.2.a.3	Pupil can, with support, make comparisons within and between books with support.						
5.2.b.1	Pupil is familiar with a wide range of age-appropriate books and can name some.						
5.2.b.2	Pupil can, with support, recognise and discuss some themes and conventions in age-appropriate texts.						
5.2.c.1	Pupil can, with support, learn a wide range of age-appropriate poetry by heart.						
5.2.c.2	Pupil can, with support, prepare, read aloud and perform age-appropriate poems and play scripts with some understanding of intonation, tone, volume.						
5.2.e.1	Pupil can, with support, monitor reading of age-appropriate texts for sense and self-correct when they misread and can sometimes explore how the same word can have different meanings in different contexts.						
5.2.e.2	Pupils can sometimes ask themselves questions to improve understanding when independently reading appropriate texts.						
5.2.e.3	Pupil can, with support, when reading an age-appropriate book independently recognise the main ideas in paragraphs and can sometimes summarise the content of these.						
5.2.f.1	Pupil can, with support, infer from their independent reading of appropriate texts and explain thinking, supporting opinions when prompted.						
5.2.g.1	Pupil can sometimes read 'between the lines' when independently reading an age-appropriate text and draw on experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader.						
5.2.h.1	Pupil can, with support, identify language, including figurative language in age-appropriate texts the writer has chosen for impact and sometimes discuss and evaluate the impact on them as a reader.						
5.2.h.2	Pupil can, with support, identify distinctive language, structural and presentational features in their independent reading of appropriate texts and sometimes demonstrate understanding of how these help the reader draw meaning from the text.						
5.2.i.1	Pupil can sometimes distinguish between fact and opinion with support.						
5.2.i.2	Pupil can, with support, identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts to answer them. Sometimes records info in a form that can be easily retrieved. Sometimes presents info in ways that are						
5.2.j.1	Pupil can, with support, share their opinions about age-appropriate books they have read independently and sometimes make appropriate recommendations to their peers, giving reasons for their choices.						
5.2.j.2	Pupil can, with support, 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.						
	Working at the expected standard						
5.1.a.1	Pupil can read aloud and understand the meaning of new words met, applying growing knowledge of morphology and etymology as listed in English Appendix 1 across a wide range of texts. Pupil can decode most new words outside spoken vocabulary, making a						
5.2.a.1	Pupil can participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text,						
5.2.a.2	Pupil can read books that are structured differently for a range of purposes, with independence.						
5.2.a.3	Pupil can independently make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters						
5.2.b.1	Pupil is increasingly familiar with a wide range of age-appropriate books and can identify some genres.						
5.2.b.2	Pupil can recognise and discuss themes and conventions in age-appropriate texts.						
5.2.c.1	Pupil can learn by heart a wide range of age-appropriate poems.						
5.2.c.2	Pupil can prepare, read aloud/perform appropriate poems/play scripts showing understanding of intonation, tone, volume.						
5.2.e.1	Pupil can usually monitor reading of age-appropriate texts for sense and self-correct when they misread and can usually explore how a known word can have different meanings in a new context.						
5.2.e.2	Pupils can usually ask themselves questions to improve understanding when independently reading an appropriate text.						
5.2.e.3	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can usually summarise, including most of the main ideas in a series of sentences using their own words and key vocabulary from text.						
5.2.f.1	Pupil can draw inferences from independent reading of appropriate texts and explain thinking, returning to text to support.						
5.2.g.1	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.						
5.2.h.1	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.						
5.2.h.2	Pupil can usually identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and sometimes demonstrate understanding of how these help the reader draw meaning from the text.						
5.2.i.1	Pupil can distinguish between fact and opinion.						
5.2.i.2	Pupil can usually identify questions to be answered beforehand and use the specific features of age-appropriate non-fiction texts to answer them. Usually records information in a form that can be easily retrieved. Usually presents information in ways that are coherent						
5.2.j.1	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.						
5.2.j.2	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.						
	Working at greater depth within the expected standard						
5.1.a.1	Pupil can use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately.						
5.2.a.1	Pupil can read and discuss a widening range of fiction and non-fiction including unfamiliar texts and whole books.						
5.2.a.2	Pupil can confidently and routinely read a range of books for a range of purposes.						
5.2.a.3	Pupil can confidently and consistently make comparisons within and between books.						
5.2.b.1	Pupil is familiar with a wide range of age-appropriate books and can identify many genres.						
5.2.b.2	Pupil can confidently identify and discuss themes and conventions in a wide range of age-appropriate texts.						
5.2.c.1	Pupil can learn by heart a wider range of age-appropriate poems.						
5.2.c.2	Pupil can confidently prepare, read aloud and perform age-appropriate poetry and play scripts using intonation, tone and volume so that the meaning is usually clear to an audience.						
5.2.e.1	Pupil can almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explore how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative						
5.2.e.2	Pupils can always ask themselves questions to improve understanding when independently reading an appropriate texts.						
5.2.e.3	Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely summarise the content of these.						
5.2.f.1	Pupil can always confidently infer from independent reading of appropriate texts and justify opinions with evidence.						
5.2.g.1	Pupil can almost always 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, identifying clues the writer has planted for the reader.						
5.2.h.1	Pupil can almost always identify language, including figurative language in age-appropriate texts the writer has chosen for impact and almost always discuss and evaluate the impact on them as a reader.						
5.2.h.2	Pupil can almost always identify distinctive language, structural and presentational features in their independent reading of appropriate texts and almost always demonstrate understanding of how these help the reader draw meaning from the text.						
5.2.i.1	Pupil can confidently and consistently distinguish between fact and opinion.						
5.2.i.2	Pupil can identify questions to be answered beforehand and use the c features of appropriate non-fiction texts to answer them. Records info in a form that can be easily retrieved. Presents info in ways that are coherent and useful to all.						
5.2.j.1	Pupil can almost always share their opinions about age-appropriate books they have read independently and almost always make appropriate recommendations to their peers, giving reasons for their choices.						
5.2.j.2	Pupil can almost always 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.						

KS2 Reading - Year 6

	Working towards the expected standard						
6.1.a.1	Pupil can use their knowledge of a wider range of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them.						
6.2.a.1	Pupil can read and give opinions on a wide range of fiction and non-fiction that they have read for themselves. They are beginning to develop personal preferences for particular authors.						
6.2.a.2	Pupil can use their experience of reading a range of books to give examples of how books can be structured to suit a wide range of different purposes.						
6.2.a.3	Pupil can make comparisons within and between books, sometimes identifying similarities and differences						
6.2.b.1	Pupil is familiar with a wide range of age-appropriate books and can, with support, name some genres.						
6.2.b.2	Pupil can, with support, recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.						
6.2.c.1	Pupil can, with support, learn a wide range of age-appropriate poetry by heart.						
6.2.c.2	Pupil can, with support, prepare, read aloud and perform age-appropriate poems and play scripts with some understanding of intonation, tone, volume so as to gain the attention of an audience.						
6.2.e.1	Pupil can, with support, monitor reading of age-appropriate texts for sense and self-correct when they misread and can sometimes explore how the same word can have different meanings in different contexts.						
6.2.e.2	Pupils can sometimes ask themselves ques to improve understanding when independently reading an appropriate text.						
6.2.e.3	Pupil can, with support, when reading an age-appropriate book independently, recognise the main ideas in paragraphs and can sometimes summarise the content of these succinctly.						
6.2.f.1	Pupil usually interprets text literally but is beginning, with support, to draw straightforward inferences from their independent reading of age-appropriate texts and sometimes returns to a single point in the text to support opinions.						
6.2.g.1	Pupil can sometimes read 'between the lines' when independently reading an appropriate text and draw on their experience of similar texts to predict what might happen next, sometimes identifying clues the writer has planted for the reader.						
6.2.h.1	Pupil can, with support, identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and sometimes discuss and evaluate the impact on them as a reader.						
6.2.h.2	Pupil can, with support, identify distinctive language, structural and presentational features in their independent reading of appropriate texts and sometimes demonstrate their understanding of how these help the reader draw meaning.						
6.2.i.1	Pupil can sometimes, 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.						
6.2.i.2	Pupil can, with support, 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. Sometimes records information in a form that can be easily retrieved. Sometimes						
6.2.j.1	Pupil can, with support, share their opinions about age-appropriate books they have read independently and sometimes make appropriate recommendations to their peers, giving reasons for their choices.						
6.2.j.2	Pupil can, with support, 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.						
	Working at the expected standard						
6.1.a.1	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.						
6.2.a.1	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,						
6.2.a.2	Pupil can select and read books making effective use of the structure.						
6.2.a.3	Pupil can make comparisons within and between books and between versions of the same text, giving examples to support opinions.						
6.2.b.1	Pupil is familiar with a wide range of appropriate books and can independently identify, name and describe some genres.						
6.2.b.2	Pupil can independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.						
6.2.c.1	Pupil can select and learn by heart an increasing range of age-appropriate poems.						
6.2.c.2	Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone, volume so as to gain and maintain the attention of an audience.						
6.2.e.1	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.						
6.2.e.2	Pupils can usually ask themselves questions to improve their understanding when independently reading an age-appropriate texts.						
6.2.e.3	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.						
6.2.f.1	Pupil can draw inferences from their independent reading of age-appropriate texts and explains thinking, routinely returning to text to support opinions.						
6.2.g.1	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.						
6.2.h.1	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.						
6.2.h.2	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.						
6.2.i.1	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.						
6.2.i.2	Pupil can usually 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. Usually presents information						
6.2.j.1	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 choice.						
6.2.j.2	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.						
	Working at greater depth within the expected standard						
6.1.a.1	Pupil can use their knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the context of what is read.						
6.2.a.1	Pupil can discuss how their reading preferences have developed through their experiences of reading a wide range of fiction and non-fiction including some whole books and series that they have chosen for themselves.						
6.2.a.2	Pupil can give examples of where they feel a book has not been structured well to achieve its purpose and make suggestions as to how this could have been changed.						
6.2.a.3	Pupil can make comparisons within and between books and between versions of the same text, giving examples and drawing confidently on wider reading to support opinions.						
6.2.b.1	Pupil is familiar with a wide range of age-appropriate books and can identify, name and describe most genres.						
6.2.b.2	Pupil can confidently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts.						
6.2.c.1	Pupil can select and learn by heart an ever-widening range of age-appropriate poems.						
6.2.c.2	Pupil can confidently prepare, read aloud and perform age-appropriate poetry and play scripts using intonation, tone and volume so as to gain and maintain the attention of an audience.						
6.2.e.1	Pupil can almost always monitor reading of age-appropriate texts for sense and self-correct when they misread and can often explore how the same word can have different meanings in different contexts, identifying a word from their reading and giving alternative						
6.2.e.2	Pupils can almost always ask themselves questions to improve their understanding when independently reading an age-appropriate texts.						
6.2.e.3	Pupil can, when reading an age-appropriate book independently, almost always identify the main ideas in paragraphs and can routinely produce a succinct summary.						
6.2.f.1	Pupil can almost always confidently draw inferences from their independent reading of age-appropriate texts and justify opinions with evidence from the text.						
6.2.g.1	Pupil can almost always 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, identifying clues the writer has planted for the reader.						
6.2.h.1	Pupil can almost always identify language, including figurative language in age-appropriate texts the writer has chosen for impact, and almost always discuss and evaluate the impact on them as a reader.						
6.2.h.2	Pupils can almost always identify distinctive language, structural and presentational features in their independent reading of age-appropriate texts and almost always demonstrate their understanding of how these help the reader draw meaning.						
6.2.i.1	Pupil can almost always, 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.						
6.2.i.2	Pupil can almost always 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. Almost always records information in a form that can be easily retrieved. Almost always						

6.2.j.1	Pupil can almost always share their opinions about age-appropriate books they have read independently and almost always make appropriate recommendations to their peers, giving reasons for their choices.						
6.2.j.2	Pupil can almost always 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.						