

Focus QCA Assessment	AF 1 use a range of strategies, including accurate decoding of text, to read for meaning	AF 2 describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF 3 deduce, infer or interpret information, events or ideas from texts	AF 4 identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF 5 explain and comment on writer's use of language, including grammatical and literary features at word and sentence level	AF 6 identify and comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	AF 7 relate texts to their social, cultural and historical contexts and literary traditions
	<p>NC Attainment Target 2 - Level 1</p> <p>Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound–symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.</p>						
APP	<p><i>In some reading, usually with support: some high frequency and familiar words read on sight phonic strategies used to decode some unfamiliar words some awareness of punctuation marks, eg pausing at full stops</i></p>	<p><i>In some reading, usually with support: some simple points from familiar texts recalled some pages/sections of interest located, eg favourite characters/events/information/pictures</i></p>	<p><i>In some reading, usually with support: reasonable inference at basic level, eg identifying who is speaking in a story comments/questions about meaning of parts of text, eg details of illustrations, opening, impact of cover</i></p>	<p><i>In some reading, usually with support: some awareness of meaning of simple text features, eg font style, labels, titles</i></p>	<p><i>In some reading, usually with support: comments on obvious features of language, eg rhymes and refrains, significant words and phrases</i></p>	<p><i>In some reading, usually with support: some simple comments about preferences, mostly linked to on own experience</i></p>	<p><i>In some reading, usually with support: a few basic features of well known story and information texts distinguished, eg good and bad characters, photos and drawings</i></p>
Assessment	<p>Suggested sources of formative evidence to support teacher assessment of reading taken from fiction, non-fiction and poetry</p> <p>Guided reading records commenting on strategies used and reading fluency (AF1), children's oral responses to questions (AF2, 3, 4)</p> <p>Running records (AF1)</p> <p>Phonics tracking sheet (AF1)</p> <p>Book band level (PM Benchmark kit)</p> <p>Home / school contact books</p> <p>Response to text through drama, speaking and listening, artwork (AF2,3)</p> <p>Annotated literacy planning</p> <p>Evidence of attainment towards individual / group targets</p>						

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1C 4 Blue 3 Yellow	<p>Blend phonemes to read CVC words</p> <p>Blend and read simple words containing adjacent consonants (e.g. stop, best)</p> <p>Read identified high frequency words Appearing in the appropriate book bands</p> <p>Use picture cues to help in reading simple text</p> <p>Read simple sentences and understand the meaning</p>	<p>Recall the main points of a simple shared text</p> <p>Use the structure of a simple story when retelling</p> <p>Listen to familiar texts and express responses by identifying likes and dislikes</p>		<p>Distinguish between a word, letter and a space</p> <p>Understand, and use correctly, terms referring to the conventions of print; book, cover, beginning, end, page, word, letter, line</p>			
1b 6 orange 5 green	<p>Read simple phonically decodable two and three syllable words (e.g. cowboy, fantastic)</p> <p>Begin to read with phrasing and fluency to support meaning</p> <p>Recognises common graphemes and common alternative pronunciations (e.g. Letters & Sounds pp. 134 - 136)</p> <p>Use knowledge of letters, sounds and words to establish meaning when reading aloud</p>	<p>Answer simple literal retrieval questions about a text</p>	<p>Use knowledge of repeated patterns, characters and settings to predict and aid reading</p> <p>Understand what a pronoun refers to across sentences (e.g. The dog barked. He was hungry)</p>	<p>Understand some differences between fiction and non-fiction and make predictions based on title, cover and blurb</p>	<p>Recognise and respond to language patterns in texts</p>	<p>Choose and talk about a favourite book from a selection</p>	

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1a 7 turquoise 6 orange	<p>Read the 100 high frequency words automatically (e.g. Letters & Sounds p.194)</p> <p>Sustain independent reading to complete and gain meaning from texts</p> <p>Begin to use awareness of character and dialogue to read with expression</p> <p>Identifies when reading does not make sense and attempts to self correct</p> <p>Show some awareness of punctuation (e.g. pausing at full stops)</p>	<p>Locate pages / sections of interest (e.g. favourite characters, events or pictures)</p>	<p>Comment on events, characters or ideas in stories, making links to own experience supported by teacher's questioning</p>	<p>Recognise ways text is organised (e.g. labels, captions and on screen)</p> <p>Understand that simple diagrams and charts present information</p>			

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		<p>NC Attainment Target 2 - Level 2</p> <p>Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.</p>						
APP		<i>In some reading: range of key words read on sight unfamiliar words decoded using appropriate strategies, eg blending sounds some fluency and expression, eg taking account of punctuation, speech marks</i>	<i>In some reading: some specific, straightforward information recalled, eg names of characters, main ingredients generally clear idea of where to look for information, eg about characters, topics</i>	<i>In some reading: simple, plausible inference about events and information, using evidence from text eg how a character is feeling, what makes a plant grow comments based on textual cues, sometimes misunderstood</i>	<i>In some reading: some awareness of use of features of organisation, eg beginning and ending of story, types of punctuation</i>	<i>In some reading: some effective language choices noted, eg 'slimy' is a good word there some familiar patterns of language identified, eg once upon a time; first, next, last</i>	<i>In some reading: some awareness that writers have viewpoints and purposes, eg 'it tells you how to do something', 'she thinks it's not fair' simple statements about likes and dislikes in reading, sometimes with reasons</i>	<i>In some reading: general features of a few text types identified, eg information books, stories, print media some awareness that books are set in different times and places</i>
Assessment		<p>Suggested sources of formative evidence to support teacher assessment of reading taken from fiction, non-fiction, poetry and plays</p> <p>Guided reading records commenting on strategies used and reading fluency (AF1), children's oral responses to questions (AF2, 3, 4, 5, 6)</p> <p>Discussions around texts</p> <p>Running records (AF1)</p> <p>Phonics tracking sheet (AF1)</p> <p>Book band level (PM Benchmark kit)</p> <p>Home / school contact books</p> <p>Response to text through drama, speaking and listening, artwork</p> <p>Writing based on reading e.g. character profile</p> <p>Annotated literacy planning</p> <p>Evidence of attainment towards individual / group target</p>						

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2C 8 purple 8 turquoise	Integrate phonic strategies with cues from the meaning and language structure e.g. knowledge of the text and sentence structures Sustain reading with phrasing and fluency to support meaning Blend phonemes to help read unfamiliar words in texts including long vowel phonemes (e.g. Letters & Sounds - applying phase 5)	Recall the main events or facts with prompting Make simple comments on obvious features by referring back to the text (e.g. main character, beginning, middle and end)	Use an understanding of the text to make simple predictions Relate content of texts to own experience and knowledge	Identify and discuss the way texts are organised (e.g. headings or the structure of a narrative) Begin to identify a range of punctuation within a text			
2b 8 purple 9 gold	Read, on sight a wider range of high frequency words (e.g. Letters & Sounds p. 194/195) Read with phrasing and fluency taking note of punctuation and use it to keep track of longer sentences Read phonically decodable polysyllabic words within sentences and texts Apply knowledge of graphemes with alternative pronunciations when reading texts (e.g. Letters & Sounds Phase 5/6 p. 151-153) Self correct when reading does not make sense	Show an understanding of a text by commenting on key features (e.g. plot, setting and characters) Re-tell a story referring to most of the main events and characters Locate key vocabulary and specific information in the text to find answers to simple questions Use contents and index to help retrieve information	Make simple predictions using experience of reading similar books Use own experience to add detail to the understanding of a range of texts Use a range of clues from a text to express simple opinions	Use organisational features to orientate around a text (e.g. contents page, alphabetical order and websites) Identify and discuss the format and text layout of fiction and poetry	Identify words and phrases chosen for effect on the reader	Begin to understand the purpose of different non-fiction texts e.g. to tell you about...or to show you how...' Identify an event or idea in a text and express how it makes the reader feel.	Some awareness of texts being set in different times and places

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2a 10 white	<p>Make use of intonation, expression and punctuation to enhance reading</p> <p>Appropriately apply a range of strategies to enable accurate silent reading (e.g. phonic, graphic, syntactic and contextual)</p>	<p>Identify and describe the main characters/setting /events using direct reference to the text</p> <p>Re-tell stories with appropriate detail with increased confidence in sequencing</p> <p>Extract information from texts and summarise key points in response to questions</p>	<p>Make simple inferences about thoughts, feelings and reasons for actions</p> <p>Respond, when questioned about extensions or alternatives to events and actions</p> <p>Identify main themes and ideas in a text</p>	<p>Discuss similarities and differences in the structure and organisation of texts</p>	<p>Identify the effects of different words and phrases (e.g. to create humour, images and atmosphere)</p>	<p>Express reasoned preferences between texts</p>	

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<p>NC Attainment Target 2 - Level 3</p> <p>Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction they show understanding of the main points and express preferences. They use their knowledge of the alphabet to locate books and find information.</p>							
APP	<i>In most reading - range of strategies used mostly effectively to read with fluency, understanding and expression</i>	<i>In most reading - simple, most obvious points identified though there may also be some misunderstanding, e.g. about information from different places in the text</i> <i>- some comments include quotations from or references to text, but not always relevant, e.g. often retelling or paraphrasing sections of the text rather than using it to support comment</i>	<i>In most reading - straightforward inference based on a single point of reference in the text, e.g. 'he was upset because it says "he was crying"'</i> <i>- responses to text show meaning established at a literal level e.g. "walking good" means "walking carefully" or based on personal speculation e.g. a response based on what they personally would be feeling rather than feelings of character in the text</i>	<i>In most reading - a few basic features of organisation at text level identified, with little or no linked comment, e.g. 'it tells about all the different things you can do at the zoo'</i>	<i>In most reading - a few basic features of writer's use of language identified, but with little or no comment, e.g. 'there are lots of adjectives' or 'he uses speech marks to show there are lots of people there'</i>	<i>In most reading - comments identify main purpose, e.g. 'the writer doesn't like violence'</i> <i>- express personal response but with little awareness of writer's viewpoint or effect on reader, e.g. 'she was just horrible like my nan is sometimes'</i>	<i>In most reading - some simple connections between texts identified, e.g. similarities in plot, topic, or books by same author, about same characters</i> <i>- recognition of some features of the context of texts, e.g. historical setting, social or cultural background</i>
Assessment	<p>Suggested sources of formative evidence to support teacher assessment of reading taken from fiction, non-fiction, poetry and plays</p> <p>Guided reading records commenting on strategies used and reading fluency (AF1), children's oral responses to questions (AF2, 3, 4, 5, 6)</p> <p>Discussions around texts / pupil voice – quality of children's own questions (AF 3,4,5,6)</p> <p>Running records</p> <p>Book band level (PM Benchmark kit)</p> <p>Written responses based on comprehension questions</p> <p>Writing based on reading e.g. character profile</p> <p>Annotating texts</p> <p>Response to text through drama, speaking and listening, artwork</p> <p>Home / school contact books and reading journals</p> <p>Annotated literacy planning</p> <p>Book reviews</p> <p>Evidence of attainment towards individual / group targets</p>						

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3c 11 Lime	Read aloud with appropriate phrasing and fluency, taking account of punctuation (e.g. commas to mark pauses and grammatical boundaries)	Identify the main point and summarise orally the content of a passage of text independently	Discuss the actions of the main characters and justify views using evidence from the text Explore through discussion underlying themes and ideas in texts	Identify that information, events or ideas can be organised in paragraphs	Comment on how language is used to create effects and paint a picture	Draw on previous experience of authors and types of books to inform choices Identify simple morals an author is conveying in a story or poem	
3b	Sustain silent reading to include longer, more varied and complex texts Understand how dialogue is punctuated and laid out and read it with appropriate expression Re-read and read ahead to look for clues to determine meaning	Use knowledge of the alphabet to locate books and support research Begin to skim for general impressions and scan to locate specific information Use quotations from and references to the text to support discussion	Combine personal experience and clues from the text to interpret and form opinions Make plausible predictions based on interpretation of the text	Understand that chapters can signal episodes in stories Comment on the presentational characteristics of some non-fiction text types Evaluate the effectiveness of structural and organisational features to locate information (e.g. paragraphs, sub-headings, indexes)	Understand how style and vocabulary are linked to the purpose of the text, (e.g. exaggerated writing in persuasive text) Identify language features of different text types (e.g. similes, imperative verbs)	Identify how an author uses language and structure to convey a message	Recognise some features of the context of a text (e.g. historical setting or similar themes)
3a		Locate information confidently and efficiently by using appropriate skills (e.g. skimming, scanning, search engines) Use text marking to support retrieval of information or ideas from texts	Recognise how characters are presented in different ways and respond to this with reference to the text Justify opinions and predictions by referring to the text Distinguish between fact and opinion	Identify key features of narrative and poetic genre (e.g. adventure, myth) Understand that paragraphs help to support the organisation of texts and development of ideas Identify some grammatical features of different text types and punctuation choices (e.g. sentence structures)	Interpret the effect of the choice of language to create mood, build tension etc	Compare how different sources treat the same information	

Assessment Focus	OCA	AF 1	AF 2	AF 3	AF 4	AF 5	AF 6	AF 7
	NC Attainment Target 2 - Level 4 In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They refer to the text when explaining their views. They locate and use ideas and information.							
APP		Across a range of reading <input type="checkbox"/> some relevant points identified <input type="checkbox"/> comments supported by some generally relevant textual reference or quotation, e.g. reference is made to appropriate section of text but is unselective and lacks focus	Across a range of reading <input type="checkbox"/> comments make inferences based on evidence from different points in the text, e.g. interpreting a character's motive from their actions at different points <input type="checkbox"/> inferences often correct, but comments are not always rooted securely in the text or repeat narrative or content	Across a range of reading <input type="checkbox"/> some structural choices identified with simple comment, e.g. 'he describes the accident first and then goes back to tell you why the child was in the road' <input type="checkbox"/> some basic features of organisation at text level identified, e.g. 'the writer uses bullet points for the main reasons'	Across a range of reading <input type="checkbox"/> some basic features of writer's use of language identified, e.g. 'all the questions make you want to find out what happens next' <input type="checkbox"/> simple comments on writer's choices, e.g. "'disgraceful' is a good word to use to show he is upset'	Across a range of reading <input type="checkbox"/> main purpose identified, e.g. 'it's all about why going to the dentist is important and how you should look after your teeth' <input type="checkbox"/> simple comments show some awareness of writer's viewpoint, e.g. 'he only tells you good things about the farm and makes the shop sound boring' <input type="checkbox"/> simple comment on overall effect on reader, e.g. 'the way she describes him as "ratlike" and "shifty" makes you think he's disgusting		Across a range of reading <input type="checkbox"/> features common to different texts or versions of the same text identified, with simple comment, e.g. characters, settings, presentational features <input type="checkbox"/> simple comment on the effect that the reader's or writer's context has on the meaning of texts, e.g. historical context, place, social relationships
Assessment	Suggested sources of formative evidence to support teacher assessment of reading taken from fiction, non-fiction, poetry and plays Guided reading records commenting on children's oral responses to questions and the processes they use to reach a response(AF2, 3, 4, 5, 6) Discussions around texts / pupil voice – quality of children's own questions (AF 3,4,5,6,7) Written responses based on comprehension questions Writing based on reading e.g. character profile, transposing text into a table / diagram Annotating texts Response to text through drama, speaking and listening, artwork Home / school contact books and reading journals Annotated literacy planning Book reviews Evidence of attainment towards individual / group targets							
V C D	AF 1 use a range of	AF 2 describe, select or	AF 3 deduce, infer or	AF 4 identify and	AF 5 explain and	AF 6 identify and		AF 7 relate texts to their

	strategies, including accurate decoding of text, to read for meaning	retrieve information, events or ideas from texts and use quotation and reference to text	interpret information, events or ideas from texts	comment on the structure and organisation of texts, including grammatical and presentational features at text level	comment on writer's use of language, including grammatical and literary features at word and sentence level	comment on writers' purposes and viewpoints, and the overall effect of the text on the reader	social, cultural and historical contexts and literary traditions
4c		Justify opinions by retrieval of information / quotations from the text	Empathise with different characters' points of view Use clues from action, dialogue and description to interpret meaning	Use knowledge of the language features and structures of a range of non-fiction text types to support understanding	Comment on the success of language choices in creating mood and atmosphere	Explore alternative events and actions and comment on the authors choices	
4b		Skim and scan for information, take notes, produce pictures and diagrams to summarise information	Analyse and evaluate texts by combining an understanding of significant ideas, themes, events and characters	Evaluate the presentation of texts for their effectiveness in conveying information (e.g. bullet points for the main points)	Identify and comment on the use of expressive, figurative and descriptive language to create effect	Recognise ways in which writers present issues and points of view in fiction and non-fiction	Begin to use clues in language to set the text in context Consider how the writer's experience influences themes within the text
4a		Explain and justify opinions with a range of evidence from texts	Distinguish between implicit and explicit points of view	Compare, contrast and evaluate the characteristics of different non-fiction texts (e.g. chronological and non-chronological) Understand how paragraphs are linked	Describe the style of individual writers and poets Relate language choices made by the author to the characteristics of the genre	Compare the detail with which different sources convey information	

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NC Attainment Target 2 - Level 5 Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They retrieve and collate information from a range of sources.							
APP		Across a range of reading <input type="checkbox"/> most relevant points clearly identified, including those selected from different places in the text <input type="checkbox"/> comments generally supported by relevant textual reference or quotation, even when points made are not always accurate	Across a range of reading <input type="checkbox"/> comments develop explanation of inferred meanings drawing on evidence across the text, e.g. 'you know her dad was lying because earlier she saw him take the letter' <input type="checkbox"/> comments make inferences and deductions based on textual evidence, e.g. in drawing conclusions about a character's feelings on the basis of their speech and actions	Across a range of reading <input type="checkbox"/> comments on structural choices show some general awareness of author's craft, e.g. 'it tells you all things burglars can do to your house and then the last section explains how the alarm protects you' <input type="checkbox"/> various features relating to organisation at text level, including form, are clearly identified, with some explanation, e.g. 'each section starts with a question as if he's answering the crowd'	Across a range of reading <input type="checkbox"/> various features of writer's use of language identified, with some explanation, e.g. 'when it gets to the climax they speak in short sentences and quickly which makes it more tense' <input type="checkbox"/> comments show some awareness of the effect of writer's language choices, e.g. "'inked up' is a good way of describing how the blackberries go a bluey black colour as they ripen'	Across a range of reading <input type="checkbox"/> main purpose clearly identified, often through general overview, e.g. 'the writer is strongly against war and wants to persuade the reader to agree' <input type="checkbox"/> viewpoint in texts clearly identified, with some, often limited, explanation, e.g. 'at the end he knows he's done wrong and makes the snake sound attractive and mysterious' <input type="checkbox"/> general awareness of effect on the reader, with some, often limited, explanation, e.g. 'you'd be persuaded to sign up because 25p a week doesn't seem that much to help someone see'	Across a range of reading <input type="checkbox"/> comments identify similarities and differences between texts, or versions, with some explanation, e.g. narrative conventions in traditional tales or stories from different cultures, ballads, newspaper reports <input type="checkbox"/> some explanation of how the contexts in which texts are written and read contribute to meaning, e.g. how historical context influenced adverts or war reports from different times/places; or how a novel relates to when/where it was written
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5c		Securely use skimming, scanning and text marking so research is fast and effective	Draw on detail to give full, persuasive answers to questions	Identify the structural and organisational choices the author has made	Evaluation and analysis of texts includes references to aspects of language and language choices	Evaluate how effectively an author conveys their viewpoint / message	
5b		Select, collate and prioritise information drawn from a range of sources	Consider alternative interpretations and select the most plausible Explain implied meanings, making reference to the text	Analyse how the structural choices support the writer's theme and purpose	Analyse how and why the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes Explain how choice of language enables the development of meaning beyond the literal	Describe and evaluate authors' use of techniques, justifying interpretations by reference to the text	Explore how context influences a text Places the text within an historical context Identifies themes relating to social contexts Explores characters within their cultural setting
5a		Sift the relevant from the irrelevant and distinguish between fact and opinion, bias and objectivity	Identify different layers of meaning and comment on their significance and effect	Understand how authors can manipulate the conventions of texts for effect on the reader	Explain how writers can use language to manipulate or influence readers' viewpoints Identify and discuss irony and its effects	Differentiate between fact and opinion, in media texts, detect bias, stereotyping Understand how authors' purposes and intentions are portrayed, and how attitudes, values and meanings are communicated through a variety of techniques	