



Pupil Name _____

Class/Yr Group _____

| | Word | Comprehension | Inference | Text structure and organisation | Language for Effect | Themes and Conventions |
|--------|--|---|--|--|---|---|
| | AF1 – use a range of strategies, including accurate decoding of text, to read for meaning | AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text | AF3 – deduce, infer or interpret information, events or ideas from texts | AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level | AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level | AF6/7 – identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader. Relate texts to their social, cultural and historical traditions |
| BAND 1 | <p><i>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</i></p> <p><i>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending</i></p> <p><i>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</i></p> <p>Apply phonic knowledge and skills to decode words (also ELG)</p> <p>Read words containing taught GPCs and s, –es, –ing, –ed, –er and –est endings</p> <p>Read words of more than one syllable that contain taught GPCs e.g. <i>pocket, thunder</i></p> <p>Read words with contractions e.g. <i>I'm, I'll, we'll</i>, and understand that the apostrophe represents the omitted letter(s)</p> <p>Read many common exception words (National Curriculum appendix 1)</p> <p>Re-read phonically de-codable books to build up fluency and confidence in word reading</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of</p> <ul style="list-style-type: none"> -poems, -stories -non-fiction at a level beyond that at which they can read independently <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with</p> <ul style="list-style-type: none"> -key stories -fairy stories -traditional tales <p>Re-telling them and considering their particular characteristics e.g. <i>once upon a time...</i></p> <p>Understand both the books they can read fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases</p> <p>Explain clearly their understanding of what it read to them</p> | <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experience</p> <p>Use prior knowledge to make inferences based on what is being said and done e.g. <i>'she must be going on holiday because she is packing her case' or 'he must be embarrassed because his face went red'</i></p> <p>Understand both the books they can read fluently and those they listen to by predicting what might happen on the basis of what has been read so far e.g. <i>Jack will save them because he always does' or 'the next part will tell you about what lions eat'</i></p> <p>Understand both the books they can read fluently and those they listen to by making inferences on the basis of what is said and done e.g. <i>the children were scared of the dragon because they ran away'</i></p> <p>Understand both the books they can read accurately and fluently and those they listen to by drawing on what is already known or on background information and vocabulary provided by the teacher</p> <p><i>Can express views about events or characters in a story and answer questions about why things happened (ELG)</i></p> | <p>Show some awareness of organisation of texts e.g. <i>beginning and endings and some processes of finding information in NF texts e.g. contents page</i></p> <p>Show some awareness of punctuation and its purpose in text</p> <p>Understand both the books they can read fluently and those they listen to by discussing the significance of the title and events</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems and recite some by heart e.g. <i>nursery rhymes, ten green bottles</i></p> | <p>Recognise and join in with predictable phrases e.g. <i>Run, run as fast as you can...</i></p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known e.g. 'enormous means big'</p> <p>Begin to understand how written language can be structured in order to e.g. <i>to build surprise in narratives (suddenly...) or to present facts in non-fiction (bullet points)</i></p> <p>Explore and develop language they have listened to in high quality texts e.g. <i>role-play, retelling stories</i></p> | <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>Identify some features of NF texts e.g. <i>this tells you about animals; houses.</i></p> |