Area	Bold statements are Key performance Indicators	What to look for guidance
Word Reading	1. **Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both read aloud and to understand the meaning of new words they meet**	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 good approximation of the word's pronunciation: e.g. *uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently.*
	2. **Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context**	Pupil can usually monitor reading of age-appropriate texts for sense and self-correct when they have misread and can usually explore how a known word can have different meanings in a new context: e.g. *attendance register, cash register, noticing something e.g. 'He registered that his book had been moved', register of sound or voice, register of communication.*
Understanding Reading	3. Asks questions to improve their understanding of a text and explore ideas	Pupil can usually ask themselves questions to improve their understanding when independently reading an age-appropriate text e.g *I wonder why Mr Napier singles out Ginger for especially unpleasant treatment – could it be because both her parents are teachers in the school or is it because she isn't afraid to speak out?*
	4. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with relevant evidence	Pupil can draw inferences from their independent reading of age-appropriate texts and explain thinking, returning to the text to support opinions: e.g. *Mr Napier doesn't seem to believe Ginger and wants to get her in trouble. He asks silly questions and the author says he winks at the children in the playground who are laughing at Ginger. Teachers shouldn't do that, it's childish.*
	5. Predicts what might happen from details stated and implied. Justifies predictions with specific textual references.	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: e.g. *I think Ginger will try to set the stray dog free. She is terrified of dogs but she hates to see anything unfair. I know because she just shouted at the school principal for taking down Mr Wong's pictures even though she's scared of him, too.*
	6. **Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.**	Pupil can, when reading an age-appropriate book independently, identify the main ideas in paragraphs and can summarise, including most of the main ideas, in a series of sentences using their own words and key vocabulary from the text
	7. Identify how language, structure and presentation contribute to meaning. Shows general awareness of writer's craft.	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: e.g. *can recognise organisational and language features of a range of non-fiction texts including explanation, balanced argument, persuasive argument and understands the fine distinctions between the conjunctions used in them like whereas, consequently, furthermore; uses top tip, Did you know? fact panels in non-fiction and can integrate meaning drawn from these with what they have learned from the main text.*
	8. Distinguish between statements of fact and opinion	Pupil can distinguish between fact and opinion: e.g. *is able to identify that some statements are not backed up with evidence and others are.*
	9. **Retrieve, record and present information from non-fiction. Relevant points clearly identified from all areas of the text.**	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 in ways that are coherent and useful to themselves and others e.g. *has a range of models for making notes like spidergrams or a grid of boxes with labels and can quickly find any recorded information for later use.*
Discuss, explain and evaluate	10. Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader and showing some awareness of the effect of different language choices. Beginning to use some technical terminology to describe language where needed (e.g. simile, metaphor)	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: e.g. *I like the way the author uses animal-based images like Ginger have a furball of anxiety in her guts when she is in trouble at school.*

	11. **Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously**	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: e.g. *asking others to justify their opinions and views with evidence from the text.*
	12. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	Pupil can explain and discuss their understanding of what they have read, through formal presentations and debates
	13. **Provide reasoned justifications for their views, supporting them with relevant textual reference or quotation**	Pupil can provide explanations for their views: e.g. *I think Gleitzman has been a teacher himself or possibly the child of teachers because he understands what it is like having parents who work in the same school you go to.*
Attitudes to reading	14. Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or text books	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, drawing on, comparing and contrasting examples
	15. Reads books that are structured in different ways and reading for a range of purposes e.g. fiction, poetry, plays, non-fiction and reference books	Pupil can read books that are structured differently for a range of purposes, with independence: e.g. *manga and graphic novels, comical history series.*
	16. **Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions**	Pupil is increasingly familiar with a wide range of age-appropriate books and can identify some genres: e.g. *fantasy, adventure, comedy, science fiction*
	17. Recommends books that they have read to their peers, giving reasons for their choices which illustrate a general awareness of the writer's purpose and effect on the reader.	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: e.g. *There are lots of other Gleitzman books out there and I have read three of them. I think my group would enjoy them because they are all a bit rude and silly in parts*
	18. Identify and discuss themes and conventions in and across a wide range of writing. *Comments identify similarities and differences between texts e.g narrative conventions in traditional tales or stories from different cultures, ballads etc.*	Pupil can recognise and discuss themes and conventions in age-appropriate texts: e.g. *heroism or loss and continuing to learn the conventions of different types of writing such as first person in autobiography. They can explain 'heroism' or 'loss' in the context of the writing.*
	19. Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation	
	20. Learn a wider range of poetry by heart	Pupil can learn by heart a wide range of age-appropriate poems
	21. Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Pupil can prepare, read aloud and perform age-appropriate poems and play scripts showing understanding of intonation, tone and volume

Beginning + = At least 4 statements overall of which at least 1 is a KPI
Developing = At Least 5 statements overall of which at least 2 are KPIs
Developing + = At least 8 statements overall of which at least 3 are KPIs
Embedding = At least 13 statements overall of which at least 4 are KPIs
Exceeding = At least 17 statements overall of which at least 6 are KPIs