



READING ASSESSMENT SHEETS 2019-2020

Reception	Word Reading / Decoding	Comprehension	Text Analysis Response / structure /Authorial intent
<b>22-36</b>		1. Fills in the missing words or phrase in a known rhyme, story or game	1. Has favourite stories, rhymes, songs, poems or jingles. 2. Repeats words or phrases from familiar stories
<b>30-50</b>		1. Beginning to be aware of the way stories are structured. 2. Suggests how the story might end. 3. Describes main story settings, events and principal characters. 4. Shows awareness of rhyme and alliteration. 5. Recognises rhythm in spoken words. 6. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. 7. Listens to stories with increasing attention and recall 8. Knows information can be relayed in the form of print.	1. Holds books the correct way up and turns pages 2. Enjoys rhyming and rhythmic activities. 3. Listens to and joins in with stories and poems, one-to-one and also in small groups. 4. Knows that print carries meaning and, in English, is read from left to right and top to bottom.
<b>40-60</b>	1. Hears and says the initial sound in words. 2. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. 3. Begins to read words and simple sentences.	1. Continues a rhyming string. 2. Links sounds to letters, naming and sounding the letters of the alphabet.	1. Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 2. Enjoys an increasing range of books.
<b>ELG</b>	1. Use phonic knowledge to decode regular words and read them aloud accurately. 2. Read some common irregular words	1. Read and understand simple sentences 2. Demonstrate understanding when talking with others about what they have read.	
<b>ELG+</b>	1. Read phonically regular words of more than one syllable as well as many irregular but high frequency words 2. Use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary	1. Can describe the main events in simple stories that have been read	
<b>SEN</b>	<b>Word Reading / Decoding</b>	<b>Comprehension</b>	<b>Text Analysis Response / structure /Authorial intent</b>
<b>P4</b>		1. They show some understanding of how books work (for example, turning pages and holding the book the right way up).	1. Listen and respond to familiar rhymes and stories
<b>P5</b>	1. Select a few words, symbols or pictures with which they are particularly familiar with	1. Derive some meaning from text, symbols or pictures presented in a way familiar to them [for example choosing between two symbols to select a drink or seeing a photograph of a child and eye-pointing at the child] 2. <u>Match objects to pictures and symbols [for example they may answer basic two key-word questions about a story].</u>	
<b>P6</b>	1. Select and recognise or read a small number of words or symbols linked to a familiar vocabulary [for example, names, people, objects or actions].	1. Match letters and short words.	
<b>P7</b>	1. They understand the conventions of reading [for example, following text left to right, top to bottom and page following page].	1. <u>Predict elements of a narrative, [for example, when the adult stops reading, pupils fill in the missing word].</u> 2. They know that their name is made up of letters.	2. Show an interest in the activity of reading 3. Distinguish between print or symbols and pictures in texts. 4.
<b>P8</b>	1. They recognise or read a growing repertoire of familiar words or symbols, including their own names	1. Pupils understand that words, symbols and pictures convey meaning 2. They associate sounds with patterns in rhymes, with syllables, and with words or symbols.	



READING ASSESSMENT SHEETS 2019-2020

Year 1	Reading Descriptors 2018-19	Name:	
	Decoding	Comprehension	Text Analysis Response / structure /Authorial intent
	<p><b>Phonic decoding</b> Apply phonic knowledge to decode words by:</p> <ol style="list-style-type: none"> <li>Read speedily with correct sound to grapheme correspondence words from:                             <ul style="list-style-type: none"> <li>phase 3, phase 4 and phase 5 Letters and Sounds</li> </ul> </li> <li>Sounds out phonemes and blends together to read polysyllabic words, captions and sentences.</li> <li>Quickly read common exception words and non-decodable/tricky words</li> </ol> <p><b>Word level decoding</b></p> <ol style="list-style-type: none"> <li>Read contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s)</li> <li>Read common suffixes (-s, -es, -ing, -ed, er)</li> <li>Quickly read common exception words (spelling appendix, national curriculum)</li> <li>Chunks unknown words into manageable parts to decode.</li> </ol> <p><b>Sentence level decoding</b></p> <ol style="list-style-type: none"> <li>Begins to identify words that do not make contextual sense and self-corrects</li> <li>Use illustrations to help comprehension and decoding</li> <li>Reads with appropriate volume to be heard and understood by others.</li> <li>Reads with some expression and fluency - noting full stops, exclamation marks and question marks.</li> </ol>	<p><b>Recall and Retrieval</b></p> <ol style="list-style-type: none"> <li>Use the text to answer simple recall questions -events, characters, subject matter</li> <li>Retell key stories orally using narrative language</li> <li>Recall key events of texts read and simple shared texts</li> <li>Talk about the main characters within a well-known story</li> <li>Locate pages/sections of interest e.g. characters events or pictures</li> <li>Explain clearly their understanding of what is read to them when asked</li> </ol> <p><b>Inference and Deduction</b></p> <ol style="list-style-type: none"> <li>Predicts what might happen before reading, using text structures, on the basis of what has been read so far.</li> <li>Makes predictions based on the title cover and blurb</li> <li>Begins to make inferences on the basis of what is being said and done</li> </ol> <p><b>Words, Meaning and Language</b></p> <ol style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher to understand texts</li> </ol>	<p><b>Response to Reading</b></p> <ol style="list-style-type: none"> <li>Say what they like and do not like about a text</li> <li>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>Recognise and respond to language patterns in a text</li> </ol> <p><b>Make links to personal experience and the world</b></p> <ol style="list-style-type: none"> <li>Link what they read (or hear read) to their own experiences</li> </ol> <p><b>Text Structure</b></p> <ol style="list-style-type: none"> <li>Can identify and discuss:                             <ul style="list-style-type: none"> <li>Title, blurb, front and back covers</li> <li>Author, illustrator</li> <li>Contents, index</li> <li>Can talk about the difference between fiction and non-fiction</li> </ul> </li> </ol>
	<ol style="list-style-type: none"> <li>They recognise at least half the letters of the alphabet by shape, name or sound</li> </ol>		



## READING ASSESSMENT SHEETS 2019-2020



READING ASSESSMENT SHEETS 2019-2020

Year 2	Reading Descriptors 2018-19	Name:	
Decoding		Comprehension	Text Analysis Response / structure / Authorial intent
	<p><b>Word reading</b></p> <ol style="list-style-type: none"> <li>1. Read most words with common suffixes – (-s, -es, -ing, -ed, er, y)</li> <li>2. Read most common exception words</li> <li>3. Read accurately most words of two or more syllables</li> </ol> <p><b>In an age-appropriate book</b></p> <ol style="list-style-type: none"> <li>4. Read words quickly &amp; accurately without overt sounding and blending sufficiently fluently so that they can focus on their understanding.</li> <li>5. Sound out unfamiliar words accurately, without undue hesitation.</li> </ol> <p><b>Word level decoding</b></p> <ol style="list-style-type: none"> <li>6. Chunks unknown words into manageable parts to decode.</li> <li>7. Recognise and effortlessly decode alternative sounds for Phase 3 (sh, ch, th, ng, ai, ee, igh, oa, oo, ar, or, ur, ow, oi,, air, ear, ure, er)</li> <li>8. Recognise and effortlessly decode alternative sounds for Phase 5 (ay, ou, ie, ea, oy, ir, ue, aw, wh, ph, ew, oe, ae, ey, a-e, e-e, i-e, o-e, o-e)</li> </ol> <p><b>Sentence level decoding</b></p> <ol style="list-style-type: none"> <li>9. Constructs meaning whilst reading independently, self-correcting where the sense of the sentence is lost.</li> <li>10. Takes note of punctuation to aid comprehension – full stop, exclamation mark, question mark, comma,</li> <li>11. Reads with appropriate - 1) Volume 2) Fluency 3) Expression.</li> </ol>	<p><b>Recall and Retrieval</b></p> <ol style="list-style-type: none"> <li>1. Recall and talk about main events or facts, referring to the text</li> <li>2. Comment on key features e.g plot, setting, characters, events</li> <li>3. Use contents and index to help retrieve information</li> <li>4. Retrieve key vocabulary and specific information to answer questions (in a familiar book that they can read accurately and fluently)</li> </ol> <p><b>Inference and Deduction</b></p> <ol style="list-style-type: none"> <li>5. Make some inferences on the basis of what has been said and done (in a familiar book that they can read accurately and fluently)</li> </ol> <p><b>Words, Meaning and Language</b></p> <ol style="list-style-type: none"> <li>6. Clarify the meaning of new words through discussion, and makes links to known vocabulary.</li> <li>7. Explain what has happened so far in what they've read.</li> </ol>	<p><b>Response to Reading</b></p> <ol style="list-style-type: none"> <li>1. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</li> <li>2. Express opinions, preferences and feelings about texts they have read.</li> <li>3. Discuss favourite words and phrases and give reasons.</li> </ol> <p><b>Make links to personal experience and the world</b></p> <ol style="list-style-type: none"> <li>4. Demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge and experience to add detail</li> </ol> <p><b>Text Structure</b></p> <ol style="list-style-type: none"> <li>5. Recognises and can discuss the different structures of non-fiction books: <ul style="list-style-type: none"> <li>• Title, blurb, front and back covers</li> <li>• Author, illustrator</li> <li>• Contents, Index, Glossary</li> <li>• Headings / Sub-headings, Captions &amp; Labels Bullet points</li> </ul> </li> <li>6. Can explain the difference between fiction and nonfiction</li> </ol>
<b>Greater Depth</b>			
Teaching	<ol style="list-style-type: none"> <li>12. Use cues from meaning of text and language structures e.g. graphic, syntactic, morphological and contextual cues.</li> </ol>	<p><b>(In a book they are reading independently)</b></p> <ol style="list-style-type: none"> <li>8. Make inferences on the basis of what is said and done</li> <li>9. Predict what might happen on the basis of what has been read so far</li> </ol> <p>Demonstrates understanding of a wide range of poetry, stories, and nonfiction that are read independently, and of more challenging books that are read to them:</p> <p>Recall</p> <ol style="list-style-type: none"> <li>8. Recognise simple recurring literary language in stories and poetry</li> <li>9. Retell stories, including fairy stories and traditional tales.</li> </ol> <p>Inference</p> <ol style="list-style-type: none"> <li>7. Discuss the sequence of events in books and how they relate to each other.</li> <li>8. Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>9. Asks and answers questions appropriately</li> </ol>	<p><b>(In a book they are reading independently)</b></p> <ol style="list-style-type: none"> <li>7. Make links between the book they are reading and other books they have read.</li> </ol>



READING ASSESSMENT SHEETS 2019-2020

Year 3	Reading Descriptors 2018-19	Name:	
	Decoding	Comprehension	Text Analysis Response / structure /Authorial intent
	<p><b>Phonic decoding</b></p> <ol style="list-style-type: none"> <li>1. Apply phonic knowledge to decode new words quickly and accurately</li> </ol> <p><b>Word level decoding</b></p> <ol style="list-style-type: none"> <li>2. Automatic decoding is established and a range of texts are read with accuracy, fluency and confidence</li> <li>3. Begin to apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>4. Read common exception words, noting the unusual correspondences between spelling and sound e.g. notice, learn. (spelling appendix, national curriculum)</li> <li>5. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ol> <p><b>Sentence level decoding</b></p> <ol style="list-style-type: none"> <li>6. Constructs meaning whilst reading independently, self-correcting where the sense of the text is lost.</li> <li>7. Use cues from meaning of text and language structures e.g. graphic, syntactic, morphological and contextual cues</li> <li>8. Meaning is enhanced through developing expression and intonation.</li> <li>9. Punctuation is used to aid fluency and expression</li> </ol>	<p>Listening to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p><b>Recall and Retrieval</b></p> <ol style="list-style-type: none"> <li>1. Identify the main point of a text and answer questions to demonstrate understanding</li> <li>2. Identify and summarise main ideas drawn from more than one paragraph</li> <li>3. Retrieve and record information from nonfiction, including using: index, contents, glossary</li> <li>4. Begin to skim for general impressions and scan to locate specific information</li> </ol> <p><b>Inference and Deduction</b></p> <ol style="list-style-type: none"> <li>5. Discuss actions of characters and events taking place, and justify views with evidence from the text</li> <li>6. Ask and answer questions to improve their understanding of a text</li> <li>7. Predict what might happen based on details read</li> <li>8. Infer meanings relating to character’s feelings, thoughts and motives and begin to justify them with evidence from the text.</li> </ol> <p><b>Words, Meaning and Language</b></p> <ol style="list-style-type: none"> <li>9. Discuss words and phrases that capture the reader’s interest and imagination</li> <li>10. Explain the meaning of words in context.</li> <li>11. Identify how language, contributes to meaning -modifiers, adjectives, adverbials</li> <li>12. Begins to use dictionaries to check meaning of words and associate new words with a personal context.</li> </ol>	<p><b>Response to Reading</b></p> <ol style="list-style-type: none"> <li>1. Read for a range of purposes.</li> <li>2. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>3. Express opinions, preferences and feelings about texts they have read.</li> </ol> <p><b>Make links to personal experience and the world</b></p> <ol style="list-style-type: none"> <li>4. Identify themes and conventions in a wide range of books</li> <li>5. Identify a simple moral that an author is trying to convey</li> </ol> <p><b>Text Structure</b></p> <ol style="list-style-type: none"> <li>7. Discuss and compare how non-fiction books are structured in different ways</li> <li>8. Explain how structure and presentation contribute to the meaning and clarity of texts</li> </ol>



READING ASSESSMENT SHEETS 2019-2020

Year 4	Reading Descriptors 2019-2020	Name:	
	Decoding	Comprehension	Text Analysis Response / structure /Authorial intent
	<p><b><u>Phonic decoding</u></b></p> <p>1. Apply phonic knowledge to decode new words quickly and accurately</p> <p><b><u>Word level decoding</u></b></p> <p>2. Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</p> <p>3. Read further exception words, noting the unusual correspondences between spelling and sound e.g. bicycle, special. (spelling appendix, national curriculum)</p> <p>4. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</p> <p><b><u>Sentence level decoding</u></b></p> <p>5. Use cues from meaning of text and language structures e.g. graphic, syntactic, morphological and contextual cues</p> <p>6. Meaning is enhanced through developing expression and intonation.</p> <p>7. Punctuation is used to aid fluency, expression and comprehension.</p>	<p>Increase familiarity with a wide range of books including fairy stories, myths and legends, retelling some orally</p> <p><b><u>Recall and Retrieval</u></b></p> <p>1. Know which books to select for specific purposes, especially in relation to science, geography and history learning.</p> <p>2. Identify and summarise main ideas</p> <p>3. Locate information confidently and efficiently by using appropriate skills (e.g. skimming, scanning, search engines) in both fiction and nonfiction texts)</p> <p>4. Use quotations from, and references to, the text to support discussion</p> <p>5. Justify opinions and predictions by referring to the text</p> <p><b><u>Inference and Deduction</u></b></p> <p>6. Ask relevant questions to improve understanding of a text, building on others' ideas and opinions about a text in discussion</p> <p>7. Draw inferences such as inferring a character's ' feelings, thoughts and motives from their actions, justifying inferences with evidence from the text.</p> <p>8. Predict what might happen from details stated and from the information deduced.</p> <p><b><u>Words, Meaning and Language</u></b></p> <p>9. Use a dictionary to check the meaning of unfamiliar words</p> <p>10. Explain the meaning of words in context.</p> <p>11. Associate new words with a personal context.</p> <p>12. Identify and discuss precise word choices and phrases that have impact on the reader by:</p> <ul style="list-style-type: none"> <li>o Capturing interest or imagination</li> <li>o Setting the mood or tone</li> <li>o Building tension</li> <li>o Adding detail or extra information</li> </ul> <p>13. Understand how style and vocabulary are linked to the purpose of the text, (e.g. exaggerated writing in persuasive text)</p> <p>14. Identify language features of different text types (e.g. similes, imperative verbs)</p>	<p><b><u>Response to Reading</u></b></p> <p>1. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently</p> <p>2. Express opinions, preferences and feelings about texts they have read.</p> <p><b><u>Make links to personal experience and the world</u></b></p> <p>3. Compare how different sources treat the same information</p> <p>4. Identify and discuss the themes in texts.</p> <p>5. Identify some of the literary conventions in different texts</p> <p><b><u>Text Structure</u></b></p> <p>6. Identify some text type organisational features, for example in: narrative, explanation and persuasion</p> <p>7. Evaluate the effectiveness of structural and organisational features to locate information</p>



## READING ASSESSMENT SHEETS 2019-2020



READING ASSESSMENT SHEETS 2019-2020

Year 5	Reading Descriptors 2019-2020	Name:	
	Decoding	Comprehension	Text Analysis Response / structure / Authorial intent
	<p><b>Phonic decoding</b></p> <ol style="list-style-type: none"> <li>1. Apply phonic knowledge to decode new words quickly and accurately.</li> </ol> <p><b>Word level decoding</b></p> <ol style="list-style-type: none"> <li>2. Apply knowledge of root words, prefixes and suffixes [morphology (disagreeable, agree=help dis-agree-able)], to read aloud and to understand the meaning of unfamiliar words.</li> <li>3. Read further exception words, noting the unusual correspondences between spelling and sound e.g. rhythm, leisure. (spelling appendix, national curriculum)</li> <li>4. Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> </ol> <p><b>Sentence level decoding</b></p> <ol style="list-style-type: none"> <li>5. Read accurately and fluently and with appropriate intonation and expression, using punctuation to inform meaning</li> <li>6. Re-read and read ahead to check for meaning.</li> </ol>	<p>Familiar with and can identify the features of, and talk about, a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions.</p> <p><b>Recall and Retrieval</b></p> <ol style="list-style-type: none"> <li>1. Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>2. Identify significant ideas, events and characters; and discuss their significance.</li> <li>3. Retrieve, record and present information from non-fiction, beginning to use a range of sources</li> <li>4. Begin to retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information</li> <li>5. Securely use skimming, scanning and text marking</li> </ol> <p><b>Inference and Deduction</b></p> <ol style="list-style-type: none"> <li>6. Provide reasoned justifications for their views</li> <li>7. Predict what might happen from details stated and implied</li> <li>8. Explain their understanding of what they have read, using the text to justify understanding</li> <li>9. Participate in discussions about books, building on their own and others' ideas and challenging views</li> <li>10. Ask questions to improve their understanding</li> <li>11. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text</li> <li>12. Begin to distinguish between statements of fact and opinion</li> </ol> <p><b>Words, Meaning and Language</b></p> <ol style="list-style-type: none"> <li>13. Demonstrate that texts makes sense to them, discussing their understanding, and exploring the meaning of words in context</li> <li>14. Identify how language contributes to meaning and has impact on the reader</li> </ol>	<p><b>Response to Reading</b></p> <ol style="list-style-type: none"> <li>1. Recommend books that they have read to their peers, giving reasons for their choices</li> <li>2. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>3. Express opinions, preferences and feelings about texts they have read.</li> </ol> <p><b>Make links to personal experience and the world</b></p> <ol style="list-style-type: none"> <li>4. Make comparisons between themes and conventions in a wide range of books</li> <li>5. Consider how the writer's experience and opinion influences themes within the text</li> </ol> <p><b>Text Structure</b></p> <ol style="list-style-type: none"> <li>6. Read non-fiction texts and identify the purpose, structure and grammatical features and evaluate how effective they are.</li> <li>7. Read books that are structured in different ways and read for a range of purposes</li> <li>8. Identify how structure and presentation contribute to meaning</li> <li>9. Evaluate the presentation of texts and their effectiveness in conveying information (e.g. bullet points for the main points, diagrams )</li> </ol>





READING ASSESSMENT SHEETS 2019-2020

15. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader

<b>Year 6</b>	Reading Descriptors 2019-2020	Name:	
	Decoding	Comprehension	Text Analysis Response / structure /Authorial intent



## READING ASSESSMENT SHEETS 2019-2020

<p><b><u>Phonic decoding</u></b></p> <ol style="list-style-type: none"> <li>1. Apply phonic knowledge to decode new words quickly and accurately.</li> </ol> <p><b><u>Word level decoding</u></b></p> <ol style="list-style-type: none"> <li>2. Attempt pronunciation of unfamiliar words using a range of strategies confidently.</li> <li>3. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes as listed in 'English programmes of study: key stages 1 and 2 National curriculum in England - Appendix 1'. [morphology (unhelpfulness, root=help un-help-ful-ness)]</li> </ol> <p><b><u>Sentence level decoding</u></b></p> <ol style="list-style-type: none"> <li>4. Accurately, fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books.</li> <li>5. Demonstrates appropriate intonation, tone and volume when reading aloud, to make the meaning clear to the audience.</li> </ol>	<p>Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from our literary heritage and other cultures and traditions. discuss the features of each</p> <p><b><u>Recall and Retrieval</u></b></p> <ol style="list-style-type: none"> <li>1. Identify the key points in a text</li> <li>2. Select, collate and prioritise information drawn from a range of sources</li> <li>3. Accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts</li> <li>4. Retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information</li> <li>5. Sift relevant and irrelevant information, distinguish between fact, opinion, bias and objectivity</li> <li>6. Securely use skimming, scanning and text marking, so research is fast and effective</li> <li>7. Make comparisons within and across books</li> </ol> <p><b><u>Inference and Deduction</u></b></p> <ol style="list-style-type: none"> <li>8. Provide reasoned justifications for their views, using key information, events and characters' actions and motivations</li> <li>9. Make developed predictions that are securely rooted in the text using details stated and implied</li> <li>10. Explain and discuss understanding of what they have read, using the text to justify their thoughts, ideas and opinions</li> <li>11. Participate in discussions about books, building on their own and others' ideas and challenging views</li> <li>12. Consider alternative interpretations and select the most plausible</li> <li>13. Make, explain and justify inferences, providing evidence from the text to support reasoning</li> <li>14. Make accurate and appropriate comparisons within texts</li> </ol> <p><b><u>Words, Meaning and Language</u></b></p> <ol style="list-style-type: none"> <li>15. Show an understanding of the meaning of vocabulary in context</li> <li>16. Identify, discuss and evaluate how authors use language, including figurative language , considering the impact on the reader</li> </ol>	<p><b><u>Response to Reading</u></b></p> <ol style="list-style-type: none"> <li>1. Recommend books to others and give reasons for recommendation</li> <li>2. Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>3. Express opinions, preferences and feelings about texts they have read.</li> </ol> <p><b><u>Themes and conventions / links to personal experience</u></b></p> <ol style="list-style-type: none"> <li>4. Differentiate between fact and opinion, in media texts, detect bias, stereotyping</li> <li>5. Evaluate how effectively an author conveys their viewpoint / message</li> <li>6. Describe and evaluate authors' use of techniques, justifying interpretations by reference to the text</li> <li>7. Accurately identify and compare the features, themes and conventions of a range of fiction and non-fiction text types and forms</li> <li>8. Draw on evidence within texts to explain how themes emerge and conventions are applied in a range of genres</li> </ol> <p><b><u>Text Structure</u></b></p> <ol style="list-style-type: none"> <li>9. Read books that are structured in different ways, evaluating how effectively texts are structured and presented.</li> <li>10. Provide straightforward explanations for the purpose of the language, structure and presentation of texts</li> </ol>
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