

Child's Name:

Tick each objective only if pupil is 'secure'. Consult accompanying guidance when making overall judgements (WTSS, EXSE, GDSD etc) at each assessment point.				
Working towards Expected <i>Greater Depth</i>	Assessment Point			
	Baseline (July)	1	2	3
<i>In age appropriate texts, pupils can:</i>				
Meaning				
Work out the meaning of words based on the context in which they are written.				
Use a range of reading strategies to work out most unfamiliar words.				
<i>Read aloud and to perform, showing understanding through intonation, tone and volume.</i>				
Infer				
Answer questions and make inferences based on what has been read.				
Explain in more detail characters' thoughts, feelings or reasons for their action using evidence from the text.				
<i>Use PEE (Point, Evidence, and Explanation) to support inferences.</i>				
Predict				
Predict what might happen in increasingly complex texts using evidence from the text.				
<i>Predict what might happen from details stated and implied based on:</i>				
<ul style="list-style-type: none"> • <i>knowledge of the author</i> • <i>genres</i> 				
Retrieve				
Distinguish between fact and opinion.				
Find and independently record pertinent facts and information from fiction and non-fiction texts.				
Summarise				
Summarise what has happened in a text, using themes from paragraphs to help them.				
Evaluate				
Recommend books they have read to their peers, giving reasons for their choices.				
Evaluate how authors use language including figurative language, considering the impact on the reader.				
<i>Ask and answer questions to improve understanding of themes and authorial intent.</i>				
Compare				
Make comparisons and contrasts within and across texts.				
Compare and discuss events, structures, issues, characters and plots of stories, poems and information texts.				
<i>Discuss viewpoints (both of the author and of fictional characters) within a text and across more than one text.</i>				
Structure and Presentation				
Identify the purpose of different organisational structures in texts.				
Discuss how different organisational structures in texts add to the meaning.				
Judgement Made at each assessment point: (EXSE, EXSD etc).				