

English KS3 - READING SKILLS

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Key to Colours:													
	Beginning 1	Beginning 2	Beginning 3	Developing 4	Developing 5	Developing 6	Approaching 7	Approaching 8	Approaching 9	Secure 10	Secure 11	Secure 12	Extending 13
Comprehension	Can say what they like and dislike about a text.	Can tell you what they think about a text and give a reason.	Can give a few simple comments about their preferences linked to their own experiences.	Can begin to understand why a text has been written.	Can begin to show awareness of writer's viewpoint.	Can comment on the writer's purposes and viewpoints at a basic level.	Can identify purposes of texts, e.g. to inform, instruct, explain	Can identify how texts are organised, e.g. lists, bullet points, numbered point, diagrams with arrows and tables.	Can locate information on web pages using screen features, e.g. toolbars, sidebars, headings, arrows.	Can identify how texts differ in purpose.	Can identify how texts differ in structure.	Can identify how texts differ in layout.	Can identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality.
	Can talk about the main characters within a well known story, recalling the main parts of a familiar text.	Can tell you something about characters using pictures and information from the text and recall most parts of a text.	Can recall key information from a familiar text to answer a specific question. Can retell key stories orally or through signing using narrative language.	Can begin to locate information about characters in a text and recall the main parts of any text.	Can recall some specific information about texts including main events, characters and main points.	Can locate specific information that helps to support their comments and begin to quote from the text.	Can recall most of the main points from fiction and non-fiction texts and can use quotes accurately to justify their answers.	Can locate relevant quotes to justify their answers in complex texts and is beginning to be selective in the quotations that they chose.	Consistently refers back to the text when answering a questions giving detailed responses.	Can select appropriate quotations from a selection of texts which justify their comments, using embedded quotes on occasions.	Can recall the main points of a text and begin to decipher which are the most relevant points with increasing accuracy and speed.	Can begin to summarise information from different sources.	Can begin to identify the most relevant points using information from all sections of the text.
	Can sort books into fiction and non-fiction.	Beginning to become aware of the different features found in fiction and non-fiction books.	Can name some of the features of fiction and non-fiction books.	Can use a contents page to find information.	Can use the glossary and index to find information.	Can ask and answer questions about a non-fiction book.	Can identify the main points of a non-fiction text.	Can confidently use non-fiction texts to retrieve information.	Explains how non-fiction texts are structured in different ways and can use them effectively.	Knows which books to select for specific purposes, especially in relation to science, geography and history learning.	Asks relevant questions to improve understanding of a text.	Uses a range of sources to find the answer to a question that they have asked about a text.	Identifies the grammatical features of non-fiction books.
	When given a choice of three possibilities of what will happen next in a story, they can choose which they think is most likely.	When prompted, can make a simple prediction about the text.	Can make a simple prediction about the events in the text.	Uses prior knowledge, including context and vocabulary, to predict what will happen next in a text.	Makes two simple predictions based on what they have read.	Makes predictions based on their understanding of what they have read and explain these.	Asks relevant questions to get a better understanding of a text and what will happen next.	Predicts what will happen, justifying this by referring back to the text.	Draws inferences such as inferring a character's feelings, thoughts and motives from their actions to predict what will happen next.	Predicts what will happen next and begins to justify this with relevant evidence from the text.	Predicts what might happen from details stated and from the information that they have deduced.	Builds on others ideas and opinions about a text in discussion.	Identifies important characters in a text and discusses their significance.
	Beginning to notice when words or phrases have been repeated.	Independently notices when a writer uses repeated text.	Can give a plausible reason why an author might have chosen a particular word with support.	Can independently give a plausible reason why an author might have chosen a particular word.	Can identify where writers have used effective words in a text independently.	Can show where a writer has used an effective word and when prompted can begin to suggest why they have chosen that word.	Beginning to notice language features and use technical terms like adjectives to comment on the writers' use of language.	Notifies and provides a simple comment on the writers' use of language, including adjectives, verbs, adverbs, alliteration, independently.	Briefly comments on writers' use of language using technical terms and can explain the reason for the language choice.	Can identify some language features and is beginning to comment on the effect on the reader.	Can identify and comment on descriptive language to create an effect, including metaphors, similes, adjectives, powerful verbs,	Can identify and comment on expressive and figurative language to create an effect.	Beginning to identify a range of writers' use of language.
	Can explain what they think a text is about.	Beginning to make simple, plausible inferences at a basic level.	Can make reasonable inferences at a basic level.	Beginning to make reasonable inferences, giving a reason.	Can make reasonable inferences and is beginning to be able to show you which part of the text makes them think this.	Can make reasonable inferences about information and events and is beginning to use the text to support these.	Can make reasonable inferences about information and events and uses the text to support these.	Can make inferences and is beginning to find a single point of reference.	Can make inferences and is beginning to find a single point of reference and locate one other point to support their comment.	Can make inferences based on a single point of reference in the text and is beginning to locate other points within the text which support their comments.	Can make inference based on the text and structure their response using evidence from the text.	Can make inference based on the text and structure their response using evidence from the text and an explanation of their comments.	Reads between the lines using inference and deduction.
Word Reading	Can read words that end in -s, -ed or -ing.	Can read words that end in -ed or -ing.	Can read words that end in -est and understand comparative language.	Can read common adjective suffixes (-able, -ible, -ful, -ive, -less, -y).	Can read common noun suffixes (-ment, -ness, -ship, -sion, -tion, -er)	Can read common verb suffixes (-ate, -en, -ify/-fy, -ize/lise)	Applies knowledge of root words to read aloud and to understand the meaning of familiar words.	Applies knowledge of prefixes to read aloud and to understand the meaning of familiar words.	Applies knowledge of suffixes to read aloud and to understand the meaning of familiar words.	Begins to apply knowledge of root words to read aloud and to understand the meaning of unfamiliar words.	Begins to apply knowledge of prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.	Identifies where a writer has used precise word choices for effect to impact the reader.	Confidently applies knowledge of root words to read aloud and to understand the meaning of unfamiliar words.
	Can read -ed verbs, understanding the suffix.	Can read -ing verbs and explain why this suffix is used.	Can understand the rules for changing the spelling of verbs depending on the verb tense and the effect this has on the meaning of the verb.	Can read 21 of the Y2 common exception words.	Can read 42 of the Y2 common exception words.	Can read 64 of the Y2 common exception words.	Can read 35 of the Y3/4 common exception words.	Can read 70 of the Y3/4 common exception words.	Can read all 104 of the Y3/4 common exception words.	Reads 15 of the Yr5/6 words, noting the unusual correspondences between spelling and sound (for pupils who have access to sounds)	Reads 30 of the Yr5/6 words, noting the unusual correspondences between spelling and sound (for pupils who have access to sounds)	Reads 45 of the Yr5/6 words, noting the unusual correspondences between spelling and sound (for pupils who have access to sounds)	Reads 60 of the Yr5/6 words, noting the unusual correspondences between spelling and sound (for pupils who have access to sounds)
	Can read compound words.	Can read words with contractions and understand that the apostrophe represents the missing letters.	Can read words which start -un and understand the meaning.	Beginning to read with some confidence.	Beginning to read showing fluency.	Reads most books accurately, showing fluency and confidence.	Beginning to use a dictionary to find the meaning of unfamiliar words.	Confidently uses a dictionary and is able to understand the meaning it gives for unfamiliar words.	Able to use a thesaurus.	Beginning to attempt the pronunciation of unfamiliar words by sounding out the words.	Attempts pronunciation of unfamiliar words drawing on prior knowledge of similar looking words (for pupils who have access to sounds)	Confidently attempts pronunciation of unfamiliar words drawing on prior knowledge of similar looking words and sounding out the words (for pupils who have access to sounds).	Re-reads to check meaning.
	Can read some of the YR words.	Has awareness of how full stops are used. Beginning to read for meaning.	Know how full stops are used and beginning to understand what ! and ? mean.	Aware of how ? ! and , are used and is beginning to read with expression.	Takes account of !, , "" ... when reading.	Reads with fluency and expression and takes account of punctuation.	Has an awareness of the types of punctuation they will find in fiction and non-fiction texts and why these may be used.	Can name some of the organisational features of texts and comment on why these are used, including punctuation.	Can name a range of organisational features and explain why these are used.	Beginning to understand why a text has been organised in a particular way.	Can comment on the structural choices made by an author. Understands how and why paragraphs have been used.	Can offer alternative organisational devices that an author could use.	Has a good understanding of the reasons why writers have structured and organised texts in a certain way.
THE BELOW SECTION IS ONLY RELEVANT FOR LEARNERS WHO HAVE SUFFICIENT BENEFIT FROM AIDS TO HEAR THE SOUNDS OF ENGLISH. NOT TO BE INCLUDED IN TERMLY DATA BUT MAY BE REPORTED ON SEPARATELY OR USED IN INTERVENTION GROUP													
Phonics	Can match consonant graphemes to their phonemes.	Can match the vowel graphemes to their phonemes.	Can confidently match all graphemes to their phonemes.	Blends sounds in words that contain the graphemes we have learnt.	Recognises and reads alternative sounds for graphemes.	Reads and comments on unusual correspondence between grapheme and phoneme.	Can recognise all the THRASS consonant possibilities and give options and uses this to read nonsense words.	Can recognise half the THRASS vowel possibilities and give options and uses this to read nonsense words.	Can recognise all the THRASS vowel possibilities and give options and uses this to read nonsense words.				
	Begins to blend sounds in unfamiliar words.	Consistently blends sounds in unfamiliar words.	Can read phonetically decodable words.	Can accurately read words with two or more syllables.	Decodes automatically and fluently.	Reads most words quickly and accurately when they have read them before without sounding out and blending.	When directed, can pronounce unfamiliar words drawing on prior knowledge of similar looking words.	Beginning to pronounce unfamiliar words drawing on prior knowledge of similar looking words.	Confidently pronounces unfamiliar words drawing on prior knowledge of similar looking words.				

