

**Coast Academies Reading Framework Band 1**

Objective		Almost	Meeting	Exceeding
1	Distinguish between a word, a letter and a space.	Pupil can point to words and spaces when asked.	Pupil can point to a word, a letter and a space when asked.	Pupil can give examples of words, letters and spaces in a given text.
2	Notice and use basic punctuation when reading a text.	Pupil can point to a full stop in a text .	Pupil can begin to use expression and pausing when reading aloud to take account of full stops.	Pupil can consistently use expression and pausing to take account of full stops and other forms of punctuation.
3	KPI Read some of Y1/2 high frequency word list.	Pupil can read most of YR HFWs list.	Pupil can read YR and some of Y1/2 HFW lists .	Pupil can read all of the Y1/2 HFW lists.
4	KPI Use phonic knowledge to attempt unknown words.	Pupil can respond speedily with the correct sound to some graphemes for phonemes.	Pupil can respond speedily with the correct sound to graphemes for all 40+ phonemes and can use this phonic knowledge to attempt unknown words	Pupil can read accurately by blending sounds in unfamiliar words.

**Coast Academies Reading Framework Band 1**

5	KPI Listen attentively to stories at an appropriate interest level.	Pupil can sometimes listen attentively to stories at an appropriate interest level.	Pupil can listen attentively to stories at an appropriate interest level.	Pupil can listen attentively to stories and other genres at an appropriate interest level.
6	KPI Begin to identify when reading does not make sense and attempts to self-correct.	Pupil is beginning to identify when reading does not make sense and attempts to self-correct using initial letter sounds and picture clues.	Pupil is beginning to identify when reading does not make sense and attempts to self-correct, using a range of context clues and knowledge of sounds in the unknown words.	Pupil can identify when reading does not make sense and attempts to self-correct, using a range of context clues and knowledge of sounds in the unknown words.
7	Use clues from the text to identify meaning.	Pupil can use pictures (unprompted) and texts to identify meaning.	Pupil can use knowledge of sounds and words, in conjunction with picture clues, to establish meaning	Pupil can use a variety of contextual clues, including word knowledge, pictures and life experiences to establish meaning.
8	KPI Retell known stories, including significant events/main events in sequence.	Pupil can retell familiar stories with growing confidence.	Pupil can retell known stories, including significant events/main events in sequence.	Pupil can retell known stories, including significant events/main events in sequence and some additional details and descriptions.

**Coast Academies Reading Framework Band 1**

9	Talk about main points or key events in a simple text.	Pupil can sometimes talk about main points or key events in a simple text, with support.	Pupil can sometimes talk about main points or key events in a simple text.	Pupil can locate and refer to some main points or characters and key events in a simple text.
10	Begin to recognise a range of patterns in texts, including stories, rhymes and non-fiction (e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts...).	Pupil is beginning to recognise a range of patterns in texts, including stories, rhymes and non-fiction with support(e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts...).	Pupil is beginning to recognise a range of patterns in texts, including stories, rhymes and non-fiction e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts....	Pupil can recognise a range of patterns in texts, including stories, rhymes and non-fiction e.g. conventions of familiar story openings and endings, where rhyme occurs in poems and simple common features of non-fiction texts....
11	KPI Make plausible predictions about a story, using the text and other features.	Pupil is beginning to make predictions based on titles, text, blurb and / or pictures.	Pupil is able to make plausible predictions about a story's plot and characters, using the text, knowledge of stories and their own life experiences.	Pupil is able to make plausible predictions about a story's plot and characters, giving reasons for their predictions.

**Coast Academies Reading Framework Band 1**

12	Express opinions about likes, dislikes, main events and characters in stories and likes and dislikes in information texts.	Pupil can talk about likes / dislikes of stories and information texts.	Pupil can express opinions about likes, dislikes, main events and characters in stories (eg. good and bad characters) and likes and dislikes in information texts.	Pupil can use the text to support opinions about likes, dislikes, main events and characters in stories (eg. good and bad characters) and likes and dislikes in information texts.
13	Clarify meanings of unknown words, using clues in the text/pictures and life experiences to clarify meaning.	Pupil can notice unknown, interesting words and suggest what the word might mean.	Pupil can clarify meanings of unknown words, using clues in the text/pictures and life experiences to clarify meaning.	Pupil can clarify meanings of unknown words, justifying their clarifications with contextual clues and/or life experiences and word knowledge.
14	Choose and talk about a book from a selection.	Pupil can choose and talk about a book from a selection with support.	Pupil can choose and talk about a book from a selection.	Pupil can choose and talk about a variety of stories and information books.

**Coast Academies Reading Framework Band 1**

15	Answer simple questions / find information in response to a direct, literal question.	Pupil can answer simple questions / find information in response to a direct, literal question, with support.	Pupil can answer simple questions / find information in response to a direct, literal question.	Pupil can answer simple questions / find information in response to a direct, literal question, giving proof from the text.
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