

Coast Academies Reading Framework Band 2

Objective		Almost	Meeting	Exceeding
1	KPI Read most of the Y1 / 2 high frequency words.	Pupil can read some of the Y1 / 2 high frequency words	Pupil can read all the HFW, up to and including the Y1/2 high frequency words.	Pupil can read all the HFW, up to and including the Y1/2 high frequency words, and some of the words from the KS2 lists.
2	KPI Use phonic strategies when reading unknown words, with some support support when reading long vowel phonemes that have several representations (e.g. ai a_e) or graphemes that have more than one sound (e.g. bread, read, beach; said, plaid, raid).	Pupil can, with support, use phonic strategies and knowledge of suffixes when reading unknown words.	Pupil can use phonic strategies and knowledge of suffixes when reading unknown words, however, may need support when reading long vowel phonemes that have several representations, e.g. ai a_e, or graphemes that have more than one sound, e.g. bread, read, beach; said, plaid, raid.	Pupil can use phonic strategies and knowledge of suffixes when reading unknown words aloud, including those using long vowel phonemes that have several representations, e.g. ai a_e, or graphemes that have more than one sound, e.g. bread, read, beach; said, plaid, raid .

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3	KPI Use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-import-ant).	Pupil can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes (e.g. un-import-ant) with support .	Pupil can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes e.g. un-import-ant.	Pupil can use an expanding range of syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes e.g. un-import-ant.
4	Read words with contractions, e.g. I'm, I'll, we'll, he's and understand that the apostrophe represents the omitted letter(s).	Pupil can, with support, read words with contractions, e.g. I'm, I'll, we'll, he's .	Pupil can read words with contractions, e.g. I'm, I'll, we'll, he's and understands that the apostrophe represents the omitted letter(s).	Pupil can read words with contractions, e.g. I'm, I'll, we'll, he's and understands that the apostrophe represents the omitted letter(s) and recognise that apostrophes are sometimes used for other reasons.
5	Know the function of full stops, question marks and exclamation marks when reading and shows this in their reading aloud.	Pupil knows the function of full stops when reading and shows this in their reading aloud.	Pupil knows the function of full stops, question marks and exclamation marks when reading and shows this in their reading aloud.	Pupil knows the function of full stops, question marks, exclamation marks and commas when reading and shows this in their reading aloud.

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6	KPI Identify when reading does not make sense and self-correct in order for the text to make sense.	Pupil can identify when reading does not make sense and sometimes self-corrects in order for the text to make sense.	Pupil can identify when reading does not make sense and self-corrects in order for the text to make sense	Pupil can identify when reading does not make sense and use a range of strategies to self-correct in order for the text to make sense
7	KPI Find the answers to questions, both written and oral, about a text they have read.	Pupil can find the answers to some direct, literal questions, both written and oral.	Pupil can find the answers to questions, both written and oral.	Pupil can find the answers to a variety of questions, both written and oral, with some reference to the text.
8	KPI Retell an unknown story's (unfamiliar before first reading) beginning, middle and end and summarise the main points in sequence.	Pupil can retell an unknown story from beginning, middle and end, with support.	Pupil can retell an unknown story from beginning, middle and end and summarise the main points	Pupil can summarise the main points of a story, embellishing retelling with details and descriptions.
9	Locate specific information eg. key events, character's names etc. about a fictional text in response to a direct question.	Pupil can locate specific information on a given page in response to a direct question about a fictional text.	Pupil can locate specific information eg. key events, character's names etc. about a fictional text in response to a direct question.	Pupil can ask questions before reading a fictional text and look for the answers within the text when reading.

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10	Make predictions about what a text will be like using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb) and use these predictions to make book choices.	Pupil can make predictions about what will be like using the book title, cover and blurb and use these predictions to make book choices.	Pupil can make predictions about what a text will be like using a range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover and blurb) and use these predictions to make book choices.	Pupil can make predictions about what a text will be like using a wide range of clues (e.g. experience of books written by the same author, experience of books already read on a similar theme, book title, cover, blurb, pictures and words in the book) and use these predictions to form opinions about the book.
11	Compare similarities and differences between texts / books in terms of characters, settings and themes.	Pupil can compare some similarities and differences between texts / books, for example in terms of characters, settings and themes.	Pupil can compare similarities and differences between texts / books in terms of characters, settings and themes.	Pupil can compare similarities and differences between texts / books in terms of characters, settings and themes and identify common themes in different genres.

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12	KPI Begin to talk about the features of certain non-fiction texts (non-chronological report, information poster, letter).	Pupil is beginning to distinguish between fiction and non-fiction	Pupil is beginning to talk about the features of certain non-fiction texts e.g. non-chronological report, information poster, letter.	Pupil can talk about the features of certain non-fiction texts (non-chronological report, recount, letter).
13	Locate information in non-fiction texts, including use of the contents and index pages.	Pupil can locate some key information on a non-fiction page.	Pupil can locate information in non-fiction texts, including use of the contents and index pages	Pupil can demonstrate how to use information books (by using layout, index, contents page and glossary).
14	Talk about how different words and phrases affect meaning.	Pupil can explain the meaning of 'wow' words in context.	Pupil can talk about how different words and phrases affect meaning.	Pupil can talk about why a writer has chosen to use particular words and what effect they hoped to have on the reader.

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15	KPI Discuss reasons for events in stories by beginning to use clues in the story and understanding of characters.	Pupil can comment on obvious characteristics and actions of characters in stories.	Pupil can discuss reasons for events in stories by beginning to use clues in the story and understanding of characters	Pupil can identify cause and effect in fiction and non-fiction (eg. what has prompted a character's behaviour; why certain dates are commemorated annually).
16	Begin to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions.	Pupil is beginning to read between the lines with prompting, using clues from text and pictures, to discuss thoughts, feelings and actions.	Pupil is beginning to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions	Pupil can read between the lines, using clues from text and pictures to justify their opinions, to discuss thoughts, feelings and actions.