

### Coast Academies Reading Framework Band 3

Objective		Almost	Meeting	Exceeding
1	KPI Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Pupil can read further exception words.	Pupil can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Pupil can read further exception words, noting the unusual correspondences between spelling and sound, alternative spellings of phonemes and where these occur in the word.
2	Read aloud with intonation and expression, taking into account higher standard punctuation, including ... ( ) ""	Pupil can read aloud with intonation and expression, taking into account a range of punctuation, including . ! ? , ' . <	Pupil can read aloud with intonation and expression, taking into account higher standard punctuation, including ... ( ) ""	Pupil can read aloud with intonation and expression, taking into account higher standard punctuation, including ... ( ) "" : - .
3	KPI Read independently using a range of strategies appropriately, including decoding, to establish plausible meaning.	Pupil can read independently using a range of strategies appropriately, including decoding, to establish plausible meanings of most unknown words	Pupil can read independently using a range of strategies appropriately, including decoding, to establish plausible meaning.	Pupil can read independently using a range of strategies appropriately, including decoding, to establish meaning.

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4	Make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.	Pupil can make choices about which texts to read from a given selection based on and referring back to prior reading experience, expressing preferences and comparing texts.	Pupil can make choices about which texts to read based on and referring back to prior reading experience, expressing preferences and comparing texts.	Pupil can make choices about which texts to read, and make predictions about what they will contain, based on and referring back to prior reading experience, expressing preferences and comparing texts.
5	Comment on the author's choice of language to create mood, paint a picture and build tension.	Pupil can identify where language is used to create mood, paint a picture or build tension.	Pupil can comment on the author's choice of language to create mood, build tension and paint a picture.	Pupil can comment on the author's choice of language to create mood, build tension and paint a picture and suggest how this language choice reflects authorial intent.
6	KPI Identify and compare language and organisational features of some different non-fiction text types.	Pupil can identify some language and organisational features of some different non-fiction text types.	Pupil can identify and compare language and organisational features of some different non-fiction text types (use P. Corbett 'Igniting Writing' series for definitive lists of features).	Pupil can identify and compare language and organisational features of a wider variety of different non-fiction text types (use P. Corbett 'Igniting Writing' series for definitive lists of features).

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7	KPI Use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin) in response to oral and written questions.	Pupil can locate and highlight specifically asked for words or sections of texts.	Pupil can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin) in response to oral and written questions	Pupil can use text marking to support retrieval of information or ideas from texts (e.g. highlighting, notes in the margin) in response to a variety of written question types.
8	KPI Recognise how a character is presented through description, dialogue and action and respond to this with reference to the text.	Pupil can discuss how characters are built from small details.	Pupil can recognise how a character is presented through description, dialogue and action and respond to this with reference to the text.	Pupil can recognise authorial intent from action, dialogue and description of characters.
9	Begin to distinguish between fact and opinion in texts.	Pupil is beginning to distinguish between fact and opinion in texts, with support.	Pupil is beginning to distinguish between fact and opinion in texts.	Pupil can comment on authorial intent, with reference to use of fact and opinion.

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10	Begin to identify differences between different fiction genres.	Pupil is beginning to identify differences between different fiction genres, with support.	Pupil is beginning to identify differences between different fiction genres.	Pupil can identify differences between different fiction genres, including highlighting how they conform to particular themes and plot structures as well as genre-specific language.
11	KPI Begin to read between the lines to explain what characters are thinking / feeling and the way they act.	Pupil can how and why main characters act in certain ways, using evidence from the text.	Pupil is beginning to read between the lines to explain what characters are thinking / feeling and the way they act	Pupil can read between the lines to explain what characters are thinking / feeling and the way they act.
12	Summarise and explain the main points in a text, using understanding of the purpose of paragraphs and chapters to support this (the way in which writers use paragraphs and chapters to group related ideas together).	Pupil can summarise and explain the main points in a text, referring back to the text to support this.	Pupil can summarise and explain the main points in a text, using understanding of the purpose of paragraphs and chapters to support this (the way in which writers use paragraphs and chapters to group related ideas together)	Pupil can summarise and explain the main points in a text, using understanding of the purpose of paragraphs and chapters to support this (the way in which writers use paragraphs and chapters to group related ideas together and use of topic sentence to get the gist of a paragraph quickly).

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13	Make plausible predictions based on knowledge from / of the text and wider connections (e.g. underlying themes and ideas; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences).	Pupil can identify similarities in texts of the same type (eg underlying themes and ideas) and make links to wider experiences	Pupil can make plausible predictions based on knowledge from / of the text and wider connections, e.g. other books on same theme; other books by same author; a personal connection the child makes; a connection the child makes to wider experiences.	Pupil can make plausible predictions based on knowledge from / of the text and wider connections, and justify using quotes evidence from the text.
14	KPI Use knowledge of alphabetical order to use contents and index pages; dictionaries and thesauruses to locate information.	Pupil can use knowledge of the alphabet to locate information (e.g. dictionary, index).	Pupil can use knowledge of alphabetical order to use contents and index pages; dictionaries and thesauruses to locate information and clarify meaning.	Pupil independently chooses to use contents and index pages to locate information efficiently and dictionaries and thesauruses to clarify meanings when reading.
15	KPI Quote directly from the text to support thoughts and discussions and answer written questions.	Pupil can find and copy words and phrases directly from the text to support thoughts and discussions.	Pupil can quote directly from the text to support thoughts and discussions and answer written questions.	Pupil can quote directly from the text to support thoughts and discussions and answer a wide variety of written questions.