

Coast Academies Reading Framework Band 4

Objective		Almost	Meeting	Exceeding
1	KPI Clarify the meanings of ambitious words and / or phrases in context(appropriate level / standard text).	Pupil can offer plausible meanings of ambitious words and / or phrases in context(appropriate level / standard text).	Pupil can clarify the meanings of ambitious words and / or phrases in context.	Pupil can clarify the meanings of ambitious words and / or phrases in context, using a wide variety of strategies for clarification.
2	KPI Read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act.	Pupil can discuss how an author builds a character through dialogue, action and description.	Pupil can read between the lines, using clues from action, dialogue and description to interpret meaning and / or explain what characters are thinking / feeling and the way they act	/ feeling and the way they act. Exceeding: Pupil can comment on authorial intent in the way that they build a character through dialogue, action and description.
3	Explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas.	Pupil can explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas, with support.	Pupil can explore alternatives that could have occurred in texts (e.g. a different ending), referring to text to justify their ideas	Pupil can give reasons why alternative endings would not occur, using their knowledge of the characters and common story themes and structures to justify their opinions.
4	Understand and explain different characters' points of view.	Pupil can understand and explain different characters' points of view, with support.	Pupil can understand and explain different characters' points of view	Pupil can understand and explain different characters' points of view, justifying their opinion with reference to different points in the text.

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5	Talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs).	Pupil can talk about the effects of different words and phrases to create different images and atmosphere (e.g. powerful verbs, descriptive adjectives and adverbs), with support.	Pupil can talk about the effects of different words and phrases to create different images and atmosphere e.g. powerful verbs, descriptive adjectives and adverbs.	Pupil can understand that figurative language creates images.
6	Talk about the author's choice of language and its effect on the reader in nonfiction texts (e.g. 'foul felon' in a newspaper report about a burglary).	Pupil can identify and explain the difference between fact and opinion in a non-fiction text..	Pupil can talk about the author's choice of language and its effect on the reader in nonfiction texts e.g. 'foul felon' in a newspaper report about a burglary	Pupil can talk about the author's bias with reference to their choice of language and its effect on the reader in nonfiction texts e.g. 'foul felon' in a newspaper report about a burglary.
7	KPI Locate information quickly and effectively from a range of sources by using techniques, such as text marking, skimming and scanning and knowledge of text structure	Pupil can use knowledge of text structure and skimming and scanning to locate information (e.g. use appropriate heading and sub-heading in non-fiction, find relevant paragraph / chapter in fiction)	Pupil can locate information quickly and effectively from a range of sources by using techniques, such as text marking, skimming and scanning and knowledge of text structure (indexes, subheading etc.).	Pupil can locate information quickly and effectively from a range of sources by using a wide variety of techniques, such as text marking, skimming and scanning and knowledge of text structure (indexes, subheading etc.).

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8	KPI Refer to the text to support opinions and predictions. (Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views.)	Pupil can quote directly from the text to answer questions	Pupil can refer to the text to support opinions and predictions(Sum up what you have to find / discuss / think about; make your point / state your thoughts and ideas; find evidence in and / or around the text to support your views.) ..	Pupil can refer to the text to support opinions and elaborate (clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge/experiences).
9	KPI Compare and talk about the structures and features of a range of fiction and non-fiction texts (including, in stories, how they differ in pace, build up, sequence, problem and resolution and how different genres of stories differ in language use and plot).	Pupil can talk about the structures and features of a range of fiction and non-fiction texts.	Pupil can compare and talk about the structures and features of a range of fiction and non-fiction texts (including, in stories, how they differ in pace, build up, sequence, problem and resolution and how different genres of stories differ in language use and plot)..	Pupil can recognise the different text features within a variety of mixed-genre texts.
10	Use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.	Pupil can infer meaning, using evidence from the text and wider experiences	Pupil can use inference and deduction skills to discuss messages, moods, feelings and attitudes using the clues from the text.	Pupil can infer and deduce meaning based on evidence drawn from different points in the text.

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11	Identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity).	Pupil can identify the ways in which paragraphs are linked (e.g. use of connecting adverbs, pronouns for character continuity), with support.	Pupil can identify the ways in which paragraphs are linked, e.g. use of connecting adverbs, pronouns for character continuity.	Pupil can identify topic sentences in non-fiction paragraphs.
12	Identify the point of view from which a story is told and how this affects the reader's response (i.e. author's bias).	Pupil can identify the point of view from which a story is told and how this affects the reader's response (e.g. author's bias), with support.	Pupil can identify the point of view from which a story is told and how this affects the reader's response, e.g. author's bias.	Pupil can talk about how a character can be seen in different ways, depending on how the author chooses to portray them.
13	Identify relationships between characters, explaining the effects this has on the reader (e.g. how characters behave in different ways as they interact with different people and/or different settings).	Pupil can discuss how characters feel about each other, justifying their opinion with reference to the text.	Pupil can identify relationships between characters, explaining the effects this has on the reader, e.g. how characters behave in different ways as they interact with different people and/or different settings.	Pupil can identify changes in relationships between characters, explaining the effects this has on the reader, e.g. how characters' opinions of other characters change over time due to events in the story.

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14	Talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world.	Pupil can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world, with support.	Pupil can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world.	Pupil can talk with friends about books and listen to the opinions of others, in order to share book recommendations and widen understanding of the world and author's styles and themes.
15	Discuss how and why the text affects the reader and refer back to the text to back up a point of view, in most standard-appropriate texts.	Pupil can discuss how and why the text affects the reader	Pupil can discuss how and why the text affects the reader and refer back to the text to back up a point of view.	Pupil can discuss how and why the text affects the reader and refer to different points in the text to back up a point of view.
16	KPI Read aloud with pace, fluency and expression, taking punctuation and author's intent into account.	Pupil can read aloud fluently and accurately.	Pupil can read aloud with pace, fluency and expression, taking punctuation and author's intent into account.	Pupil can read challenging texts aloud with pace, fluency and expression, taking punctuation and author's intent into account.
17	Discuss the work of some established authors and knows what is special about their work, giving preferences in terms of author's styles and themes.	Pupil can discuss the work of some established authors and knows what is special about their work.	Pupil can discuss the work of some established authors and knows what is special about their work, giving preferences in terms of author's styles and themes.	Pupil can discuss the work of a wider variety of established authors and poets and knows what is special about their work, giving preferences in terms of author's styles and themes.

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18	KPI Retrieve and record information from non-fiction texts.	Pupil can retrieve and record information from non-fiction texts, with support.	Pupil can retrieve and record information from non-fiction texts.	Pupil can retrieve and record information from different points of non-fiction texts.
19	KPI Use dictionaries to check the meaning of words that have been read.	Pupil can use dictionaries to check the meaning of words that have been read, with support.	Pupil can use dictionaries to check the meaning of words that have been read.	Pupil can use dictionaries to check the meaning of words that have been read and thesauruses to explore shades of meaning.