

Coast Academies Reading Framework Band 5

Objective		Almost	Meeting	Exceeding
1	KPI Work out the meaning of unknown words from the way they are used in context.	Pupil can make plausible attempts to work out the meaning of unknown words from the way they are used in context	Pupil can work out the meaning of unknown words from the way they are used in context.	Pupil can work out the meaning of unknown words from the way they are used in context, using a range of strategies.
2	Understand and explain the function of sophisticated punctuation (... ; : - () and ' for contraction and possession and " " for direct speech).	Pupil has begun to understand and explain the function of sophisticated punctuation (... ; : - () and ' for contraction and possession and " " for direct speech).	Pupil can understand and explain the function of sophisticated punctuation (... ; : - () and ' for contraction and possession and " " for direct speech).	Pupil can explain why the author has chosen to use particular forms of sophisticated punctuation.
3	Identify and discuss implicit and explicit points of view in some texts at an appropriate level / standard.	Pupil can identify the point of view in some texts and how this impacts on the reader at an appropriate age.	Pupil can identify and discuss implicit and explicit points of view in some texts at an appropriate level / standard	Pupil can discuss the message a text has about our society, a particular culture or traditions from the past.

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4	4. Explain a character's motives throughout a story and use evidence from the text to back up opinions.	Pupil can explain a character's motives throughout a story and use evidence from the text to back up opinions, with support.	Pupil can explain a character's motives throughout a story and use evidence from the text to back up opinions.	Pupil can explain a character's motives throughout a story and use evidence from different points of the text to back up opinions.
5	KPI Retrieve and collate key ideas and information, using skimming, scanning and other methods such as contents and index pages, from a range of sources.	Pupil can skim and scan non-fiction texts to speed up retrieval.	Pupil can retrieve and collate key ideas and information, using skimming, scanning and other methods such as contents and index pages, from a range of sources.	Pupil independently chooses efficient methods to retrieve and research information across the curriculum.
6	Comment on the success of texts in provoking particular responses(e.g. anger, sadness).	Pupil can comment on the success of texts in provoking particular responses(e.g. anger, sadness), with support.	Pupil can comment on the success of texts in provoking particular responses, e.g. anger, sadness	Pupil can comment on the success of texts in provoking particular responses, e.g. anger, sadness, giving evidence from different points in the text.

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7	Identify why a long-established novel may have retained its lasting appeal.	Pupil can identify why a long-established novel may have retained its lasting appeal, with support.	Pupil can identify why a long-established novel may have retained its lasting appeal.	Pupil can identify why a long-established author may have retained their lasting appeal, giving reference to their style and themes through a range of their novels.
8	Recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.	Pupil is beginning to recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.	Pupil can recognise which character the writer wants the reader to like or dislike and what techniques are used to achieve this.	Pupil can recognise how the writer wants the reader to feel about the characters at different parts of the story and what techniques are used to achieve this.
9	KPI Discuss the difference between literal and figurative language and the effects of imagery, including metaphor, simile and analogy.	Pupil can discuss the difference between literal and figurative language.	Pupil can discuss the difference between literal and figurative language and the effects of imagery, including metaphor, simile and analogy.	Pupil can discuss the difference between literal and figurative language and the effects of imagery, including metaphor, simile and analogy on the reader.

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10	Evaluate the success of a text providing evidence that refers to language, theme and style.	Pupil can decide on the quality and usefulness of a range of texts and explain clearly to others	Pupil can evaluate the success of a text, providing evidence that refers to language, theme and style.	Pupil can evaluate and compare the success of a range of texts, providing evidence that refers to language, theme and style.
11	KPI Explore texts to support and justify predictions and opinions. (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; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)	Pupil can refer to the text to support predictions and opinion (sum up what you have found/discussed/thought about; make your point/state your thoughts and ideas; find evidence in and/or around the text to support your views).	Pupil can explore texts to support and justify predictions and opinions. (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; clarify your thinking by elaborating on and justifying your views, using additional evidence and linking to wider knowledge / experiences.)	Pupil can explore texts to support and justify predictions and opinions from different points of the text.

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12	KPI Identify the purpose, audience and organisation of different fiction / non-fiction texts and evaluate the success of each of these elements.	Pupil can identify the structural devices an author has used to organise a text (eg. flash back /flash forward in fiction; in non-fiction looking at devices and decisions the writer has made in multi-genre texts).	Pupil can identify the purpose, audience and organisation of different fiction / non-fiction texts and evaluate the success of each of these elements.	Pupil can identify the purpose, audience and organisation of different fiction / non-fiction texts and compare the success of each of these elements across a range of texts.
13	Begin to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.	Pupil can infer messages, moods, feelings and attitudes across a text in age appropriate texts (eg. how a message can be inferred through referring back to different points of the text where things have been implied).	Pupil is beginning to evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.	Pupil can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text.