

Coast Academies Reading Framework Band 6

Objective		Almost	Meeting	Exceeding
1	Use quotations and text references to support ideas and arguments.	Pupil can use quotations and text references to support ideas and arguments, with support.	Pupil can use quotations and text references to support ideas and arguments.	Pupil can use quotations and text references for different points in the text and across a range of texts to support ideas and arguments.
2	Summarise information from different points in the same text or across a range of texts.	Pupil can summarise information from a text.	Pupil can summarise information from different points in the same text or across a range of texts	Pupil can confidently summarise and précis information from different points in the same text or across a range of texts
3	Combine information from different reading sources with increasing precision to produce meaningful information (e.g. by referring to other sources of information beyond the main text to support an argument or justification, or being able to choose from information retrieved selectively and precisely in order to present relevant information to a chosen audience).	Pupil can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts.	Pupil can combine information from different reading sources with increasing precision to produce meaningful information.	Pupil can combine information from different reading sources with increasing precision to produce meaningful information, including by referring to other sources of information beyond the main text to support an argument or justification, or being able to choose from information retrieved selectively and precisely in order to present relevant information to a chosen audience).

Coast Academies Reading Framework Band 6

4	Make secure deductions firmly rooted in the evidence in the text.	Pupil can securely make deductions firmly rooted in the evidence in the text, with support	Pupil can securely make deductions firmly rooted in the evidence in the text.	Pupil can write a reasoned argument to support their deductions quoting the evidence from the text.
5	Evaluate relationships between characters (e.g. how characters behave indifferent ways as they interact with different people and / or different settings and consider the relative importance of these instances when evaluating a character's actions).	Pupil is beginning to evaluate relationships between characters (e.g. how characters behave indifferent ways as they interact with different people and / or different settings and consider the relative importance of these instances when evaluating a character's actions)	Pupil can evaluate relationships between characters, e.g. how characters behave indifferent ways as they interact with different people and / or different settings and consider the relative importance of these instances when evaluating a character's actions.	Pupil can evaluate relationships between characters and how they develop and change over the course of a story.
6	Begin to unpick and evaluate the details of the different layers of meaning in texts (pupils use language to discuss such as "This could be interpreted as...on the other hand...perhaps the writer is suggesting...one way of looking at this is that...whilst another could be...").	Pupil is beginning to identify the different layers of meaning in a text (for example, a war story, might, on the surface, tell about life in the trenches, but at a deeper level might make a powerful case against war or against the propaganda being put out back home).	Pupil is beginning to unpick and evaluate the details of the different layers of meaning in texts.(pupils use language to discuss such as "This could be interpreted as...on the other hand...perhaps the writer is suggesting...one way of looking at this is that...whilst another could be...").	Pupil can unpick and evaluate the details of the different layers of meaning in texts.(pupils use language to discuss such as "This could be interpreted as...on the other hand...perhaps the writer is suggesting...one way of looking at this is that...whilst another could be...").

Coast Academies Reading Framework Band 6

7	Give detailed insight into how the structural choices support the writer's theme or purpose (e.g. decisions about plot structure, mapping character development through a whole text, flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).	Pupil can is beginning to give detailed insight into how the structural choices support the writer's theme or purpose.	Pupil can give detailed insight into how the structural choices support the writer's theme or purpose (e.g. decisions about plot structure, mapping character development through a whole text, flash backs / flash forwards; in non-fiction, looking at devices and decisions the writer has made in multi-genre texts).	Pupil can give detailed written insight into how the structural choices support the writer's theme or purpose
8	Clearly identify and explain the writer's viewpoint, making reference to the text.	Pupil is beginning to identify and explain the writer's viewpoint, making reference to the text.	Pupil can clearly identify and explain the writer's viewpoint, making reference to the text.	Pupil can clearly identify and explain the writer's viewpoint, making reference to different points of the text.
9	Clearly identify the effect the writing has on the reader, and begin to explain how this impact has been created through the author's choice of language.	Pupil is beginning to identify the effect the writing has on the reader and begin to explain how this impact has been created.	Pupil can clearly identify the effect the writing has on the reader, and begin to explain how this impact has been created through the author's choice of language	Pupil can clearly identify the effect the author's different language choices have on the reader at different points of the text (eg. shorter sentences, use of empty words to create tension during the build up).

Coast Academies Reading Framework Band 6

10	<p>Evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. (Sum up what you have to discuss / evaluate; make your point / state your thoughts, ideas and arguments; 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; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary).</p>	<p>Pupil can infer and deduce messages, moods, feelings and attitudes and reference ideas in a text (eg. how a message can be inferred through referring back to different points in the text where things have been implied).</p>	<p>Pupil can evaluate how messages, moods, feelings and attitudes are conveyed in poetry, prose and non-fiction, making reference to the text. (Sum up what you have to discuss / evaluate; make your point / state your thoughts, ideas and arguments; 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; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary).</p>	<p>Pupil can compare and evaluate how messages, moods, feelings and attitudes are conveyed in a range of poetry, prose and non-fiction, making reference to the text.</p>
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Coast Academies Reading Framework Band 6

11	<p>Discuss the purpose, audience and organisation of different fiction / non-fiction texts, evaluating their success. (Sum up what you have to discuss / evaluate; make your point / state your thoughts, ideas and arguments; 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; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary)</p>	<p>Pupil can reflect on the wider consequences or significance of organisational features and structure (e.g. how one small incident altered the whole course of the story).</p>	<p>Pupil can discuss the purpose, audience and organisation of different fiction / non-fiction texts, evaluating their success. (Sum up what you have to discuss / evaluate; make your point / state your thoughts, ideas and arguments; 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; comment on how successful you feel the writer has been in this particular area, giving examples of how it could be improved, if necessary)</p>	<p>Pupil can compare and discuss the purpose, audience and organisation of different fiction / non-fiction texts, evaluating their successes.</p>
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Coast Academies Reading Framework Band 6

12	Discuss how the historical, social or cultural context of a text can affect its meaning (either the context within in which the writer has written or the context within which the reader is reading) and how this can change over time.	Pupil can discuss how the historical, social or cultural context of a text can affect its meaning (either the context within in which the writer has written or the context within which the reader is reading) and how this can change over time, with support.	Pupil can discuss how the historical, social or cultural context of a text can affect its meaning (either the context within in which the writer has written or the context within which the reader is reading) and how this can change over time.	Pupil can produce a written report explaining how the historical, social or cultural context of a text can affect its meaning (either the context within in which the writer has written or the context within which the reader is reading) and how this can change over time, with clear references to the text and wider reading.
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