

## Reading: Level 3 Focus

READING 3	2A - Upper 2	3C - Lower 3	3B - Secure 3	3A - Upper 3	4C - Lower 4
<b>Book Bands</b>	10 - White	11 - Lime			
<b>Assessment Focus 1</b> <i>Use a range of strategies, including accurate decoding of text, to read for meaning</i>	<ul style="list-style-type: none"> <li>Recognises some common prefixes and suffixes and regular verb endings to construct the meaning of words in context.</li> <li>Reads aloud a simple unfamiliar text accurately and fluently with expression and intonation, taking account of the punctuation (e.g. <i>commas to mark pauses and grammatical boundaries</i>).</li> <li>Reads increasing range of medium frequency words (e.g. <i>Next 200 common words</i>*) accurately and automatically.</li> </ul>	<ul style="list-style-type: none"> <li><b>Reads independently, using strategies appropriately to establish meaning.</b></li> <li>Recognises a range of prefixes and suffixes to construct the meanings of words in context.</li> <li>Reads aloud with intonation and expression taking account of an increasing range of punctuation (e.g. <i>in dialogue</i>).</li> </ul>	<ul style="list-style-type: none"> <li><b>Reads a range of texts fluently and accurately.</b></li> <li>Uses knowledge of word formation and a wider range of prefixes and suffixes to construct the meaning of words in context.</li> <li>Reads aloud with intonation and expression taking account of range of punctuation, (e.g. <i>commas, dashes, hyphens</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Re-reads and reads ahead to determine meaning.</li> <li>Uses knowledge of word roots derivations and spelling patterns to read unknown words.</li> <li>Knows how to work out the pronunciation of homophones using the context of the sentence.</li> </ul>	<ul style="list-style-type: none"> <li>Uses knowledge of how complex sentences are constructed and punctuated to deepen understanding and read aloud with appropriate phrasing.</li> </ul>
<b>Assessment Focus 2</b> <i>Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text</i>	<ul style="list-style-type: none"> <li>Identifies and comments on main characters and how they relate to one another.</li> <li>Re-tells stories, giving main points clearly in sequence, with appropriate balance and detail.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies main points and summarises orally.</li> <li>Makes notes to summarise main points from a passage of text.</li> </ul>	<ul style="list-style-type: none"> <li><b>In responding to fiction and non-fiction, shows understanding of the main points</b></li> <li>Identifies and discusses issues, locating evidence in the text.</li> <li>Understands narrative order and chronology in stories.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to understand how stories may vary (e.g. <i>in pace, build up, sequence, complication or resolution</i>).</li> <li>Locates specific information making efficient use of text features (e.g. <i>contents, sections, headings</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrates broad understanding of text by including most of main points in responses with some general references to the text.</li> <li>Locates information by beginning to use appropriate skills (e.g. <i>skimming, scanning, text marking, using ICT resources</i>).</li> </ul>
<b>Assessment Focus 3</b> <i>Deduce, infer or interpret information, events or ideas from texts</i>	<ul style="list-style-type: none"> <li>Identifies key themes and discusses reasons for events in stories.</li> <li>Makes simple inferences about thoughts and feelings and reasons for actions.</li> <li>Begins to evaluate the usefulness of information in texts for answering questions.</li> </ul>	<ul style="list-style-type: none"> <li>Explores underlying themes and ideas, making clear references to text.</li> <li>Begins to justify opinions about events and actions in text with reference to relevant parts of the text.</li> <li>Begins to make inferences about thoughts and feelings of main characters, justifying views using evidence from text.</li> </ul>	<ul style="list-style-type: none"> <li>Deduces reasons for characters' actions and events based on evidence from text.</li> <li>Distinguishes fact from opinion and recognises the point of view being presented in text.</li> <li>Develops an active response to text by empathising with different characters' points of view.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to infer meaning using evidence from the text (e.g. <i>clues from action, dialogue or description</i>).</li> <li>Uses knowledge of structure/content of fiction and non-fiction genres to make or confirm predictions.</li> <li>Identifies the point of view from which a story is told and responds by e.g. (<i>retelling from a different point of view</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Infers meaning with reference to text, but also applying knowledge from own wider experience (e.g. <i>why a character is behaving in a particular way</i>).</li> </ul>
<b>Assessment Focus 4</b> <i>Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level</i>	<ul style="list-style-type: none"> <li>Understands main structural and page lay-out features of non-fiction texts.</li> <li>Gains an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents, illustrations.</li> </ul>	<ul style="list-style-type: none"> <li><b>Uses knowledge of the alphabet to locate books and find information.</b></li> <li>Understands how to use indexes to locate specific information.</li> <li>Understands difference between prose and playscripts.</li> </ul>	<ul style="list-style-type: none"> <li>Makes use of non-fiction features (e.g. <i>contents to scan and assess for relevance for intended purpose</i>).</li> <li>Identifies features of different text-types and uses appropriate reading strategies (e.g. <i>scrolling through an ICT text</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Understands how chapters and paragraphs are used to collect, order and build up ideas.</li> <li>Identifies structure and language features of a range of non-fiction text types (e.g. <i>explanations, recounts, persuasion</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Identifies features of different fiction genres (e.g. <i>science fiction, adventure, myths, legends</i>).</li> <li>Identifies structure and language features of a wider range of non-fiction text types.</li> </ul>
<b>Assessment Focus 5</b> <i>Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level</i>	<ul style="list-style-type: none"> <li>Talks about how different words or phrases affect the meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Identifies where the choice of language has helped to create moods or build tension.</li> </ul>	<ul style="list-style-type: none"> <li>Begins to interpret the effect the choice of language has to create moods and build tension.</li> <li>Identifies the use of expressive, descriptive and figurative language in prose and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Comments on the effectiveness of the author's choice of language to create moods and build tension.</li> </ul>	<ul style="list-style-type: none"> <li>Understands difference between literal and figurative language (e.g. <i>by discussing the effects of imagery in poetry and prose</i>).</li> <li>Comments on the effectiveness of expressive, descriptive and figurative language in prose and poetry.</li> </ul>
<b>Assessment Focus 6</b> <i>Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader</i>	<ul style="list-style-type: none"> <li>Responds to texts discussing preferences with reference to favourite characters and books with similar themes.</li> </ul>	<ul style="list-style-type: none"> <li>Compares texts and expresses preferences.</li> <li>Evaluates the usefulness of information (e.g. <i>follows instructions to see if they work</i>).</li> </ul>	<ul style="list-style-type: none"> <li><b>In responding to fiction and non-fiction expresses preferences.</b></li> <li>Knows how style and vocabulary are linked to the purpose of the text (e.g. <i>exaggerated writing in persuasive text</i>).</li> </ul>	<ul style="list-style-type: none"> <li>Recognises and comments on main purpose of text.</li> <li>Expresses personal response but with little awareness of the writer's viewpoint or the effect on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Expresses personal response to text, beginning to recognise its general effect on reader.</li> </ul>

<b>Assessment Focus 7</b> <i>Relate texts to their social, cultural and historical contexts and literary traditions</i>	Demonstrates some awareness that books have been written in different times and places.	<ul style="list-style-type: none"> <li>■ Understands that some stories are handed down by word of mouth.</li> </ul>	<ul style="list-style-type: none"> <li>■ Can relate text to other books by same author or to other authors within the same genre.</li> </ul>	<ul style="list-style-type: none"> <li>■ Understands that some stories and poems come from different times and cultures.</li> </ul>	<ul style="list-style-type: none"> <li>■ Comments on how language in texts varies according to origin or historical setting (e.g. <i>Caribbean, Shakespeare, text language</i>).</li> </ul>
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Blue = National Curriculum Level Descriptors

\*PNS Letters and Sounds