Reading: Level 4 Focus

READING 4	3A - Upper 3	4C - Lower 4	4B - Secure 4	4A - Upper 4	5C - Lower 5
Book Bands					
Assessment Focus 1 *Use a range of strategies, including accurate decoding of text, to read for meaning*	▪ Re-reads and reads ahead to determine meaning. ▪ Uses knowledge of word roots derivations and spelling patterns to read unknown words. ▪ Knows how to work out the pronunciation of homophones using the context of the sentence.	▪ Uses knowledge of how complex sentences are constructed and punctuated to deepen understanding and read aloud with appropriate phrasing.	▪ Uses a full range of strategies to read appropriate texts fluently and accurately. ▪ Applies grammatical knowledge to read complex sentences confidently with appropriate phrasing and intonation.	▪ Reads fluently and accurately, demonstrating an understanding of more sophisticated punctuation (e.g. colon, semi-colon, parenthetic commas, dashes, brackets).	▪ Uses a full range of strategies to read a range of texts fluently and accurately ▪ Uses word derivations and word formation,(e.g. prefixes, acronyms and letter omission), to construct meaning of words in context across a range of texts.
Assessment Focus 2 *Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text*	▪ Begins to understand how stories may vary (e.g. *in pace, build up, sequence, complication or resolution*). ▪ Locates specific information making efficient use of text features (*e.g. contents, sections, headings*).	▪ Demonstrates broad understanding of text by including most of main points in responses with some general references to the text. ▪ Locates information by beginning to use appropriate skills (*e.g. skimming, scanning, text marking, using ICT resources*).	▪ **Locates and uses ideas and information.** ▪ Uses quotations from, or references to, text to support opinions and predictions. ▪ Uses skills of skimming, scanning and text marking to locate relevant information.	▪ Explains points or opinions and usually includes some specific references to text. ▪ Uses skills of skimming, scanning and text marking to locate relevant information quickly and effectively.	▪ Responses and comments are usually supported by relevant references to text. ▪ Decides on quality and usefulness of text by skim-reading to gain an overall impression.
Assessment Focus 3 *Deduce, infer or interpret information, events or ideas from texts*	▪ Begins to infer meaning using evidence from the text (e.g. *clues from action, dialogue or description*). ▪ Uses knowledge of structure/content of fiction and non-fiction genres to make or confirm predictions. ▪ Identifies the point of view from which a story is told and responds by *e.g. retelling from a different point of view*.	▪ Infers meaning with reference to text, but also applying knowledge from own wider experience (e.g. *why a character is behaving in a particular way*).	▪ **In responding to a range of texts, shows understanding of significant ideas, themes, events and characters, beginning to use inference and deduction.** ▪ **Refers to text when explaining views.**	▪ Infers meaning based on evidence drawn from different points in text.	▪ Distinguishes between implicit and explicit points of view. ▪ Explains how messages, moods, feelings and attitudes are conveyed in poetry and prose, using inference and deduction and making some reference to text.
Assessment Focus 4 *Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level*	▪ Understands how chapters and paragraphs are used to collect, order and build up ideas. ▪ Identifies structure and language features of a range of non-fiction text types (e.g. *explanations, recounts, persuasion*).	▪ Identifies features of different fiction genres (e.g. *science fiction, adventure, myths, legends*). ▪ Identifies structure and language features of a wider range of non-fiction text types.	▪ Recognises and uses knowledge of structure and language features of different fiction and non-fiction text types to support understanding when reading.	▪ Uses secure understanding of structure and language features of fiction and full range of non-fiction text types to support understanding when reading extended texts or from a range of sources.	▪ Identifies author's use of genre- specific language to convey information in non-fiction texts. ▪ Identifies specific structural devices used by author to organise text, with some awareness of impact.
Assessment Focus 5 *Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level*	▪ Comments on the effectiveness of the author's choice of language to create moods and build tension.	▪ Understands difference between literal and figurative language (e.g. *by discussing the effects of imagery in poetry and prose*). ▪ Comments on the effectiveness of expressive, descriptive and figurative language in prose and poetry.	▪ Identifies and describes style of individual writers and poets.	▪ Compares and contrasts the styles of different writers and poets, giving examples from texts.	▪ Identifies some basic features of writer's language choices, with some explanation.
Assessment Focus 6 *Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader*	▪ Recognises and comments on main purpose of text. ▪ Expresses personal response but with little awareness of the writer's viewpoint or the effect on the reader.	▪ Expresses personal response to text, beginning to recognise its general effect on reader.	▪ Begins to show some awareness of the writer's viewpoint.	▪ Recognises writer's viewpoint, (e.g. *author's bias*).	▪ Appraises a text quickly and effectively and identifies its main purpose and viewpoint. ▪ Shows general awareness of overall impact of text on reader.
Assessment Focus 7 *Relate texts to their social, cultural and historical contexts and literary traditions*	▪ Understands that some stories and poems come from different times and cultures.	▪ Comments on how language in texts varies according to origin or historical setting (e.g. *Caribbean, Shakespeare, text language*).	▪ Identifies social, moral and cultural issues in stories.	▪ Identifies and explains social, moral and cultural issues in stories.	▪ Identifies how themes, characters and authors' viewpoints may reflect different social, cultural and historical contexts.

Blue = National Curriculum Level Descriptors