Reading: Level 5 Focus

READING 5	4A - Upper 4	5C - Lower 5	5B - Secure 5	5A - Upper 5	Level 6
Book Bands					
Assessment Focus 1 *Use a range of strategies, including accurate decoding of text, to read for meaning*	▪ 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.	▪ Uses a full range of strategies to read a wide range of texts fluently and accurately. ▪ Understands use of connectives as signposts to indicate a change of tone, voice, opinion – and applies this to maintain understanding when reading specific types of text.	▪ Confidently uses a full range of strategies to attempt to read any new text fluently and accurately.	
Assessment Focus 2 *Understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text*	▪ 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.	▪ **Shows understanding of a range of texts, selecting essential points where appropriate.** ▪ **In responses, identifies key themes and characters.** ▪ **Retrieves and collates information from a range of sources.**	▪ Responses clearly identify and explain most of the relevant points, supported by appropriate references to text. ▪ Reflects on the implications of events, actions and feelings in order to explain them fully.	▪ **Summarises a range of information from different sources.**
Assessment Focus 3 *Deduce, infer or interpret information, events or ideas from texts*	▪ 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.	▪ **Shows understanding of a range of texts using inference and deduction where appropriate.** ▪ Explains implicit and explicit points of view.	▪ Provides reasoned explanation for inferred meaning, drawing on a range of evidence from the text. ▪ Recognises and responds to text complexity, recognising layers of meaning.	▪ **In reading and discussing a range of texts, identifies different layers of meaning and comments on their significance and effect.**
Assessment Focus 4 *Identify and comment on the structure and organisation of texts, including grammatical and literary features at text level*	▪ 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.	▪ **In responses, identifies key features.** ▪ Comments on author's use of genre-specific language to convey information across a range of non-fiction texts ▪ Comments on specific structural devices used by the author to organise text, with some explanation of effectiveness.	▪ Explains how an author's use of genre-specific language features supports the writer's theme or purpose. ▪ Explains impact and effectiveness of structural devices used by author to organise text.	▪ **Gives personal responses to literary texts, referring to aspects of structure in justifying their views.**
Assessment Focus 5 *Explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level*	▪ 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.	▪ **Selects sentences, phrases and relevant information to support views.** ▪ Comments on writer's language choices, showing some awareness of effect on reader.	▪ Explains effectiveness and impact on reader of writer's language choices. ▪ Recognises when a word or phrase has more than one layer of meaning and explains this precisely.	▪ **Gives personal responses to literary texts, referring to aspects of language and themes in justifying their views.**
Assessment Focus 6 *Identify and comment on writer's purposes and viewpoints and the overall effect of the text on the reader*	▪ 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.	▪ Viewpoint in text is clearly identified, with some explanation. ▪ Comments critically on overall impact of poetry or prose with reference to, e.g. use of language, development of themes.	▪ Viewpoint in text is clearly identified, with some evidence from text used to provide explanation. ▪ Appreciates how a reader's personal experiences affect their interpretation of a response to a text	
Assessment Focus 7 *Relate texts to their social, cultural and historical contexts and literary traditions*	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.	▪ Comments on how themes, characters and authors' viewpoints may reflect different social, cultural and historical contexts.	▪ Explains and explores how themes, characters and authors' viewpoints may reflect different social, cultural and historical contexts.	

Blue = National Curriculum Level Descriptors