



East Sussex
CfBT School
Improvement Service



Reading: Stranded Level Descriptors

East Sussex Primary Literacy Team

Working in Partnership with



Introduction

All schools will need to know which pupils are making good progress in reading and identify those individuals and groups whose progress is too slow. Schools can then plan appropriate action to enhance learning and accelerate the progress of targeted pupils.

Teachers of every year group need to have a clear understanding of the National Curriculum level descriptors. An awareness of these supports teachers in effective assessment, planning and teaching.

Analysis of reading against level descriptors will help support your school in raising attainment by tracking progress:

- of pupils in each class;
- across parallel classes;
- across the whole school;
- across a range of reading;
- on transition and transfer.

Assessing using level descriptors, grouped by assessment focuses and target strands enables teachers to plan the next step in pupils' learning and set reading targets, precisely focusing intervention and support

Assessing against level descriptors broken down into assessment focuses enables the teacher to. The action taken is more effective when can identify pupils' strengths and areas for development against each Assessment Focus. Schools need to decide how frequently they need to make assessments.

Formal assessments can be made at a set time during the year using QCA reading assessments.

More frequent teacher assessments can be made using these level descriptors on a regular basis. Schools will wish to analyse these assessments at set points in the year to gain an overview of pupils' progress in reading.

How assessments can be made in guided reading sessions with groups of pupils of broadly similar abilities:

1. identify which assessment focuses are to be assessed;
2. identify the range of level descriptors expected within these assessment focuses;
3. identify suitable questions and activities for the guided reading session which will enable you to assess exactly what individual pupils in the group can do whilst continuing to develop their skills during the session.

Note: Next to each reading target strand the main related assessment focuses have been listed. It is recognised that there are some occasions where a level descriptor could equally be applied to other assessment focuses.

These level descriptors have been constructed by the East Sussex Primary Literacy team who gratefully acknowledge the following sources: QCA national assessment guidance, NLS target statements, and the level descriptors produced by West Sussex, Kirklees and Suffolk.

TARGET STRAND and definitions for reading targets	Main Assessment Focuses
WORD RECOGNITION and PHONIC KNOWLEDGE <ul style="list-style-type: none"> • Reading fluently with attention to punctuation • Sight reading • Knowledge of how letters represent sounds and ability to blend 	AF1 use a range of strategies, including accurate decoding of text, to read for meaning.
GRAMMATICAL AWARENESS <ul style="list-style-type: none"> • Language features and sentence structures in texts • How sentences work in text • Difference between spoken and written forms • Recognition of punctuation and its effects • Knowledge of how words are structured 	AF 1 use a range of strategies, including accurate decoding of text, to read for meaning.
	AF 4 identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.
	AF5 explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level.
USE OF CONTEXT <ul style="list-style-type: none"> • Applying knowledge of the structure and form of texts to predict ideas and events within a text • Bringing prior knowledge to the text to aid understanding 	AF1 use a range of strategies, including accurate decoding of text, to read for meaning.
	AF3 deduce, infer or interpret information, events or ideas from texts.
	AF4 identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.
INTERPRETATION AND RESPONSE <ul style="list-style-type: none"> • Interpretation and understanding of texts including the ability to infer, deduce and evaluate, ideas and themes presented in texts • Applying appropriate skills to the reading of fiction, non-fiction and poetry 	AF2 understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.
	AF3 deduce, infer or interpret information, events or ideas from texts.
	AF 6 identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.
	AF 7 relate texts to their social, cultural and historical contexts and literary traditions.
KNOWING HOW TEXTS WORK <ul style="list-style-type: none"> • Understanding of text layout, organisation and structure • Recognising different text types and their characteristics 	AF 3 deduce, infer or interpret information, events or ideas from texts.
	AF5 explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level.
ATTITUDE <ul style="list-style-type: none"> • The development of the children's sense of themselves as readers • Making independent choices and developing individual tastes 	

TARGET STRAND	Main Assessment Focuses	LEVEL 1C	LEVEL 1 B	LEVEL 1 A
PHONIC KNOWLEDGE	AF1: use a range of strategies, including accurate decoding of text, to read for meaning.	<ul style="list-style-type: none"> Identify initial phonemes in unfamiliar words Uses initial phonemes to help read unfamiliar words. 	<ul style="list-style-type: none"> Identify initial and final letter sounds in unfamiliar words. With support can use knowledge of letters sounds and words to establish meaning when reading aloud. 	<ul style="list-style-type: none"> Sounds out CVC words without prompt; Use their knowledge of letters, sounds and words to read simple texts with meaning; Blends phonemes and consonant clusters to read words.
WORD RECOGNITION	AF1: use a range of strategies, including accurate decoding of text, to read for meaning.	<ul style="list-style-type: none"> Points to specific known words in text. 	<ul style="list-style-type: none"> Reads, on sight, a range of familiar and high frequency words found in simple texts. 	<ul style="list-style-type: none"> Read on sight approx. 45 year R high frequency words from appendix list 1. Use their knowledge of words to read simple texts with meaning.
GRAMMATICAL AWARENESS	<p>AF 1: use a range of strategies, including accurate decoding of text, to read for meaning.</p> <p>AF 4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p> <p>AF5: explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level.</p>	<ul style="list-style-type: none"> Can join in with parts of familiar text, especially repeated text or rhymes 	<ul style="list-style-type: none"> Understands and uses the terminology of some punctuation, eg. full stop. 	<ul style="list-style-type: none"> Can sometimes work out an unknown word by using the other words in a sentence.
USE OF CONTEXT	<p>AF1: use a range of strategies, including accurate decoding of text, to read for meaning.</p> <p>AF3: deduce, infer or interpret information, events or ideas from texts.</p> <p>AF4: identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level.</p>	<ul style="list-style-type: none"> Can follow simple text when it is read to them; Can use picture cues to help read simple texts. Uses pictorial cues to decipher unfamiliar words. 	<ul style="list-style-type: none"> Can guess at immediate events; Can show understanding of the main ideas and events in a story; Responds to events and ideas in non-fiction, when asked. Attempts simple predictions when prompted. 	<ul style="list-style-type: none"> Make a good guess as to what might happen next in a story; Can make simple deductions with help and prompt from adults Uses the context of the story to decipher unfamiliar words. Expects the text to make sense.
INTERPRETATION AND RESPONSE	<p>AF2: understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text.</p> <p>AF3: deduce, infer or interpret information, events or ideas from texts.</p> <p>AF 6: identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.</p> <p>AF 7: relate texts to their social, cultural and historical contexts and literary traditions.</p>	<ul style="list-style-type: none"> Can listen attentively to story; Can establish meaning when reading aloud simple sentences, sometimes with prompting. Express their response to familiar text by identifying aspects that they like and dislike. Uses the structure of a simple story to retell and/or role play. 	<ul style="list-style-type: none"> Responds to events and ideas in poems, stories and non fiction Supported by the teacher's questions, identifies favourite and/or most interesting aspects or texts With prompting can sequence the main points of a story 	<ul style="list-style-type: none"> Remembers and retells the main part of a story in the correct order Reads and responds to simple instructions in the classroom. Comment on events or ideas in stories, poems and non fiction. Can talk about the parts of book that they like and dislike; Begins to relate what they read to their own experiences.
KNOWING HOW TEXTS WORK	<p>AF 3: deduce, infer or interpret information, events or ideas from texts.</p> <p>AF5 explain and comment on the writers' use of language, including grammatical and literary features at word and sentence level.</p>	<ul style="list-style-type: none"> Points to words and pictures. 	<ul style="list-style-type: none"> Knows the difference between fiction and non-fiction. 	
ATTITUDE		<ul style="list-style-type: none"> Enjoys listening to stories 	<ul style="list-style-type: none"> Looks for familiar books Chooses books 	<ul style="list-style-type: none"> Expresses likes and dislikes about a wide range of texts Is able to select favourite books to re-read and enjoy.

TARGET STRAND	Main Assessment Focuses	LEVEL 2C	LEVEL 2 B	LEVEL 2 A
PHONIC KNOWLEDGE	AF1	<ul style="list-style-type: none"> Accurately reads most of a simple, unfamiliar text. Uses phonic strategies to decipher unfamiliar words, by blending initial and final phonemes, e.g. ccvc and cvcc words. (Strategies sometimes inappropriate for task, e.g. sounding out a familiar sight word) 	<ul style="list-style-type: none"> Accurately reads almost all of a more complex and unfamiliar text. Recognises a full range of vowel digraphs and uses them to read unfamiliar vocabulary. Uses knowledge of sound patterns to decode words Identifies and uses syllables when reading unfamiliar words. 	<ul style="list-style-type: none"> Recognises letter patterns from familiar words; Tackles unfamiliar words with encouragement only; Orchestrates a range of cues and strategies to solve unfamiliar words (ability to syllabify etc); Recognises and reads a range of consonant digraphs; <i>kn, wr, ph etc</i>; Recognises the function of the apostrophe in common words; <i>I'm can't don't etc</i>;
WORD RECOGNITION	AF1	<ul style="list-style-type: none"> Uses visual strategy to recognise whole words Uses pictures to guess unknown words 	<ul style="list-style-type: none"> Uses visual strategy to recognise whole words 	<ul style="list-style-type: none"> Uses visual strategy to recognise whole words; Reads on sight all the words from list 1 for YR to Y2 from NLS;
GRAMMATICAL AWARENESS	AF 1	<ul style="list-style-type: none"> Understands and uses more terms connected with punctuation, e.g. question mark, exclamation mark, comma; Begins to self-correct. Begins to read familiar texts with expression and intonation. Pauses to talk about text or confirm meaning Is able to make simple predictions about what might happen next. Comments on obvious characteristics, for example stereotyped good/bad characters Retelling of story maybe rather too long or heavily reliant on illustrations. With prompting, can retell the story, using the illustrations for support; With support can locate specific information in response to a simple question. 	<ul style="list-style-type: none"> Notices when reading does not make sense; Predicts words from preceding words. Investigates the sorts of words that fit; Reads ahead and self corrects Takes some account of punctuation when reading e.g.! "... " etc Reading is well paced in parts but tends to slow down at the tricky bits. Recognises some common prefixes and regular verb endings; Child notices when reading does not make sense Increasingly uses context cues to decipher unfamiliar vocabulary Begins to predict more than one event from previous reading;Makes predictions based on their experience of reading similar books Comments on setting and on how the plot linked together or contained surprises. Retelling of story more independent and refers to most of the main events and characters – although may rely on shared reading and illustrations Expresses an opinion about the content/characters Responds to main characters, events and settings by making simple inferences about thoughts and feelings. Locates specific information in response to a simple question. 	<ul style="list-style-type: none"> Ability to anticipate and read ahead; Looks back and forwards in text to self correct; Reads unfamiliar texts accurately, with expression and intonation; Recognises and uses suffixes;
	AF 4			
	AF5			
USE OF CONTEXT	AF1	<ul style="list-style-type: none"> Sometimes uses the correct terminology in discussions about text; <i>title, cover, author, blurb etc</i> 	<ul style="list-style-type: none"> Predicts more confidently what a given book might be about. Recognises the difference between fiction and 	<ul style="list-style-type: none"> Child notices when reading does not make sense and can take appropriate action, e.g. self corrects; Takes account of punctuation and its effect on
	AF3			

	AF4	<ul style="list-style-type: none"> Responds to questions and predicts what the book might be about from the title and front cover. Chooses books on a familiar theme Makes choices about what to read from a given selection 	<p>non-fiction books</p> <ul style="list-style-type: none"> Responds to features of presentation in text, e.g. capitalisation and bold type. Makes comparisons between books noting similarities and differences. Chooses books based on a familiar theme, personal interest or previous reading Relates texts to own experience Begins to discuss preferences with reference to favourite texts. 	<p>meaning including commas to mark pauses and sentence boundaries;</p> <ul style="list-style-type: none"> Is able to base predictions on the experience of reading similar books.
INTERPRETATION AND RESPONSE	AF2	<ul style="list-style-type: none"> Comments on obvious characteristics, for example stereotyped good/bad characters Retelling of story maybe rather too long or heavily reliant on illustrations. With prompting, can retell the story, using the illustrations for support; With support can locate specific information in response to a simple question. 	<ul style="list-style-type: none"> Comments on setting and on how the plot linked together or contained surprises. Retelling of story more independent and refers to most of the main events and characters – although may rely on shared reading and illustrations Expresses an opinion about the content/characters Responds to main characters, events and settings by making simple inferences about thoughts and feelings. Locates specific information in response to a simple question; 	<ul style="list-style-type: none"> Comments on main characters and how they relate to one another; Able to respond when questioned about extensions or alternatives to events and actions and feelings created by the story; Discusses reasons for, or causes of, incidents in the story; Identifies and discusses character and begins to speculate how they might behave; Re-tells stories and gives the main points in sequence; Begins to show understanding of the different voices in texts and responds appropriately; Begins to generate questions before reading and locates answers in text;
	AF3			
	AF6			
	AF7			
KNOWING HOW TEXTS WORK	AF3	<ul style="list-style-type: none"> Sometimes uses the correct terminology in discussions about text; <i>title, cover, author, blurb etc</i> Responds to questions and predicts what the book might be about from the title and front cover. 	<ul style="list-style-type: none"> Predicts more confidently what a given book might be about. Recognises the difference between fiction and non-fiction books Responds to features of presentation in text, e.g. capitalisation and bold type. Makes comparisons between books noting similarities and differences. 	<ul style="list-style-type: none"> In talking about a book can comment on the way it was written or presented; Use appropriate terminology when discussing texts; <i>character, illustrator, setting etc</i>; Begins to understand how non-fiction texts are organised; Locates parts of the text that give particular information; Identifies a familiar genre and is able to think about the main features of the text; Uses some organisational devices to locate information; index, contents, headings, and uses appropriate terminology;
	AF5			
ATTITUDE		<ul style="list-style-type: none"> Chooses books on a familiar theme Makes choices about what to read from a given selection 	<ul style="list-style-type: none"> Chooses books based on a familiar theme, personal interest or previous reading Relates texts to own experience Begins to discuss preferences with reference to favourite texts. 	<ul style="list-style-type: none"> Chooses books based on a familiar theme, personal interest, previous reading or author/illustrator; May relate text to another known text; Is able to discuss preferences with reference to character or books with similar themes;

TARGET STRAND	Main Assessment Focuses	Level 3C	LEVEL 3B	Level 3A
PHONIC KNOWLEDGE AND WORD RECOGNITION	AF1	<ul style="list-style-type: none"> Tackles unfamiliar words independently; Reads a range of texts, both fiction and non-fiction, independently; Recognise common prefixes and suffixes and regular verb endings to construct the meaning of words in context Recognise the <u>full</u> range of consonant digraphs; Recognise the function of the apostrophe for omission and pronounce contracted forms correctly 	<ul style="list-style-type: none"> Reads a range of texts, both fiction and non-fiction, fluently and accurately; Recognises and uses a greater variety of prefixes; re... de... pre... non... mis... ex... co... anti.... Recognises and uses a greater variety of suffixes; ...tion ...ive ...ic 	<ul style="list-style-type: none"> Use knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meaning of words in context Reads on sight all the words from List 2 from NLS;
GRAMMATICAL AWARENESS	AF 1	<ul style="list-style-type: none"> Begin to make use of context to work out the meanings of unfamiliar words; Reads aloud with appropriately expressive intonation. 	<ul style="list-style-type: none"> Can pause appropriately in response to punctuation and/or meaning; Reads dialogue with appropriate expression. 	<ul style="list-style-type: none"> Can read ahead to determine direction and meaning in a story;
	AF 4			
	AF5			
INTER-PRETATION AND RESPONSE	AF2	<ul style="list-style-type: none"> Can show understanding of the main points of the text and retell the story; Can identify the main points in a non-fiction text and can summarise the content. Can read closely to obtain specific information. Can make sensible predictions about what is likely to happen in the story and to different characters; With support begin to make inferences about characters' actions in a story based upon evidence from the text; Identifies and discusses character, speculating how they might behave, giving reasons; Can recognise similarities in the plot or characters within different stories. 	<ul style="list-style-type: none"> Understands the main points of a text and can re-tell confidently and accurately; Use notes to summarise the main points of a text; Can justify predictions they make by referring to the story; Begins to express views about own interpretation of text. Begins to empathise with characters' motives and behaviour to enrich understanding; Begins to identify and comment on different points of view in the text; Can distinguish between fact and opinion; Discusses the meanings of words and phrases that create particular effects. 	<ul style="list-style-type: none"> Begins to devise own questions and scan materials to locate information and answers; Uses skimming and scanning strategies to locate information Begins to justify predictions they make by referring to the text; Begins to find meaning beyond the literal, for example, how impressions of people are conveyed through choice of detail and language; Begins to discuss the effectiveness language used to create a particular effect (e.g. adjectives and adverbs for description); Know how suspense is built up in a story, including the development of the plot;
	AF3			
	AF 6			
	AF 7			
USE OF CONTEXT	AF1	<ul style="list-style-type: none"> Makes predictions using experience of reading books written by the author or based on similar themes; 	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Use an understanding of the structure of non-chronological reports and explanations to make predictions;
	AF3			
	AF4			
KNOWING HOW TEXTS WORK	AF2	<ul style="list-style-type: none"> Understand the features of page layout in non-fiction texts, e.g. titles, subheadings, labels, diagrams and charts Can recognise the main differences between fiction and non-fiction texts; Recognises the differences between prose and play scripts and reads appropriately; Can use their knowledge of the alphabet to locate books and find information; Is able to select reading materials fit for a particular purpose. E.g. atlas for maps etc; Identifies the features of text and uses the appropriate reading strategy. 	<ul style="list-style-type: none"> Identifies some genres and thinks about the features appropriate to the text type; Uses organisational devices to locate information including labels, diagrams and charts, and uses appropriate terminology 	<ul style="list-style-type: none"> Identify the features of some types of text, e.g. newspaper reports, non-chronological reports and ICT texts and use appropriate reading strategies, e.g. scrolling through an ICT text; Can extract information from non-fiction texts, using contents, index, chapters, headings and glossary appropriately;
	AF5			

<p>ATTITUDE</p>		<ul style="list-style-type: none"> ▪ Is able to read silently, with sustained concentration. ▪ Draws on knowledge of authors and types of books to make choices about what to read. ▪ Is able to contribute to peer group discussion about books. 	<ul style="list-style-type: none"> ▪ Begins to read more demanding texts independently, competently and fluently. ▪ Is able to use the information given on the cover, blurb etc to make informed decisions as to what to read. ▪ Is able to describe and review own reading. 	<ul style="list-style-type: none"> ▪ Is able to read longer texts with sustained concentration. ▪ Is beginning to read aloud to an audience with some confidence using a selected variety of text. ▪ Is prepared to widen reading experience based on recommendations from others.
------------------------	--	--	--	---

TARGET STRAND		Level 4C	LEVEL 4B	Level 4A
PHONIC KNOWLEDGE AND WORD RECOGNITION	AF1	<ul style="list-style-type: none"> Recognises and uses a full range of prefixes and suffixes; <i>auto... bi... trans... tele... circum... ...cian ...phone etc;</i> 	<ul style="list-style-type: none"> Know how to work out the pronunciation of homophones using the context of the sentence; 	<ul style="list-style-type: none"> Use knowledge of word, roots, derivations and spelling patterns to read unknown words;
	AF 1	<ul style="list-style-type: none"> Reads aloud clearly, conveying meaning well by intonation. Responds to more sophisticated punctuation (e.g. : ;) 	<ul style="list-style-type: none"> Can recognise complex sentences; Can understand how the meaning of sentences is shaped by punctuation, word order or connectives; Understands how commas, connectives and full stops are used to join and separate clauses and uses them to maintain fluency and understanding when reading; Can apply knowledge of the different uses of the apostrophe to maintain understanding; 	<ul style="list-style-type: none"> Understand how complex sentence are constructed and punctuated and use this to deepen understanding when reading; In longer texts, maintain understanding by applying knowledge of the use of pronouns within sentence and between paragraphs; Can cope with different features of language used in poems and prose, for example, from dialect; Can cope with different features of language such as abbreviations, colloquialisms, and specialist vocabulary;
	AF 4			
AF5				
INTER-PRETATION AND RESPONSE	AF2	<ul style="list-style-type: none"> Identifies and comments on different points of view in text. Empathises with characters motives and behaviour to enrich understanding. Discusses the effectiveness and meaning of figurative language, used to create a particular effect. Is able to make critical comparisons between texts and evaluate their usefulness with reference to type of text. Recognises the use and effect of patterned language in text. Is able to discuss the elements and purpose of different text structures. Can distinguish fact from opinion. 	<ul style="list-style-type: none"> Expresses viewpoints and can justify own interpretation of a text. Can show by their answers that they have read beyond the text; Can refer to the text to support predictions and opinions; Responds to issues raised in stories and explores alternative courses of action. Begins to use inference and deduction based on implicit information drawn from the text. Is able to talk about themes in a story and recognise thematic links with other texts; Can talk about the author's techniques for describing characters, settings and actions; Can compare the openings of a particular novel with the beginnings of other novels read recently; 	<ul style="list-style-type: none"> Refers to the text when explaining viewpoints and reasons. Can evaluate text, referring to relevant passages to support their opinion; Respond critically to issues raised in stories, location evidence in text, and explore alternative courses of action and evaluate the author's solution Prepare for factual research by evaluating what is known and locating relevant source to use Begins to evaluate texts by comparing how different sources treat the same information; Interpret the effect the choice of language has to create moods, build tension, etc;
	AF3			
	AF 6			
	AF 7			
KNOWING HOW TEXTS WORK AND USE OF CONTEXT	AF1	<ul style="list-style-type: none"> Can choose own reference sources for relevance of content. Knows what a key/index/contents list/glossary are for and uses them effectively Is able to discuss plot, and beginning to recognise complications and how they are resolved; Identify the features of explanation and persuasion texts. 	<ul style="list-style-type: none"> Can identify similarities and differences in the range of available dictionaries, thesauruses, etc and evaluate their usefulness; Know how style and vocabulary are linked to the purpose of the text, e.g. exaggerated writing in persuasive text Understand narrative order and chronology, tracking the passing of time in stories 	<ul style="list-style-type: none"> Automatically reads differently for different purposes (Skimming/scanning/reflective reading.) Confidently uses appropriate terminology when discussing any text, whether fiction or non-fiction. Is able to discuss plot, and is able to recognise complications and how they are resolved with a growing depth of knowledge; Use bibliographical knowledge of fiction and non-fiction genres to make and confirm predictions of either structure/content or whilst reading Understand how stories may vary: e.g. in pace, sequence, complication and resolution; Can identify clearly the main features of different fiction genres.
	AF2			
	AF3			
	AF4			
	AF5			
ATTITUDE		<ul style="list-style-type: none"> Begins to read demanding texts independently, competently and fluently. Is able to read longer texts with sustained concentration. 	<ul style="list-style-type: none"> Is able to use the information given on the cover, blurb etc to make informed decisions as to what to read. 	<ul style="list-style-type: none"> Describe and review own reading habits; Can read aloud with increasing confidence using a widening variety of text.

TARGET STRAND	Level 5C	LEVEL 5B	Level 5A
PHONIC KNOWLEDGE AND WORD RECOGNITION	<ul style="list-style-type: none"> Use knowledge of word derivations and word formation, e.g. prefixes, acronyms and letter omission, to construct the meaning of words in context 		
GRAMMATICAL AWARENESS	<ul style="list-style-type: none"> Can apply grammatical knowledge when re-reading complex sentences with appropriate phrasing and intonation; 	<ul style="list-style-type: none"> Can read fluently, understanding and using more sophisticated punctuation marks: colon, semicolon, parenthetical commas, dashes, brackets etc. 	<ul style="list-style-type: none"> Understands the use of connectives as signposts to indicate a change of tone, voice, and opinion – apply this to maintain understanding when reading specifies types of text.
USE OF CONTEXT	<ul style="list-style-type: none"> Can identify and understand how stories may vary e.g. in pace, build up, sequence, complication and resolution. 	<ul style="list-style-type: none"> Can identify the correct language conventions and features of different text types to sustain understanding when reading extended texts or from a range of sources 	<ul style="list-style-type: none"> Use bibliographical knowledge of non-fiction text types.
INTERPRETATION AND RESPONSE	<ul style="list-style-type: none"> Can select sentences, phrases and relevant information to justify opinions; Can draw on detail to give persuasive answers to questions; Can comment critically on the overall impact of poetry or prose with reference to, e.g. use of language, development of themes Has secured the skills of skimming, scanning and efficient reading so that research is fast and effective; 	<ul style="list-style-type: none"> Can distinguish between implicit and explicit points of view Can describe and evaluate an author's use of techniques, for example, narrative structure, character action, themes or figurative language, justifying interpretations by reference to text; Can use note-taking effectively to summarise the main points of the text; 	<ul style="list-style-type: none"> Can use inference and deduction with confidence; Can explain implied meaning, making reference to the text; Can retrieve and collate information from a range of sources; Can appraise a text quickly and effectively and evaluate its value.
KNOWING HOW TEXTS WORK	<ul style="list-style-type: none"> Can identify and describe the key characteristics about a writers or poets style Use secure understanding of the language features and structures of the full range of non-fiction text types to support understanding when reading 	<ul style="list-style-type: none"> Makes use of features that enable the reader to locate specific information, e.g. contents, sections, headings, sub headings. Is able to apply reading skills to identify how text types are presented on the computer screen from Web sites etc; 	<ul style="list-style-type: none"> Is able to evaluate and extract relevant information from more complex reports etc. on the Web.
ATTITUDE	<ul style="list-style-type: none"> Declare a personal preferences for writers and types of text; 	<ul style="list-style-type: none"> Can decide on the quality/usefulness of a text by skim-reading to gain an overall impression using bibliographical knowledge 	<ul style="list-style-type: none"> Can articulate a personal response to literature identifying how and why the text affects the reader