

Key Performance Indicator	Performance Standard
<p><b>Is able to:</b></p> <p><b>Application of phonic knowledge</b>  <b>Accurate reading of non-phonically decodable words</b>            Can fluently and effortlessly read and recite a range of age appropriate texts.</p> <p><b>Reading aloud (accuracy, fluency and expression)</b>            Can demonstrate appropriate intonation, tone and volume when reading text and plays aloud, and reciting poetry.</p> <p><b>Reads and understands a (wide) range of text types</b>            Can demonstrate familiarity with, and understanding of, the features of a range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and texts from other cultures and traditions.</p> <p><b>Following a listening task is able to:</b></p> <p><b>Shows (increasingly sophisticated) understanding of texts read aloud by others</b>            Can draw on an increasingly wide range of contextual evidence to make sense of what is being read.</p> <p>Can ask and develop questions in order to gain an increasingly sophisticated understanding of the text being read to them.</p> <p><b>Is able to:</b></p> <p><b>Can select, retrieve and reference information in order to explain ideas about a text</b>            Can condense information from a single text, selecting key points and presenting them.</p> <p>Can support main points with some use of detail from the text</p> <p><b>Can deduce, infer or interpret information, events and ideas from texts</b>            Can begin to draw together inferences to support a more detailed analysis of character and events.</p> <p>Can discuss writer's viewpoint, giving reasons</p>	<p>By the end of Y5 a child should be able to fluently read and recite a wide range of texts using appropriate tone, volume and intonation.</p> <p>A child should demonstrate familiarity with and understanding of the features of a range of books.</p> <p>A child should use a range of contextual clues to make sense of the texts they read and ask and answer increasingly sophisticated questions.</p> <p>A child should be able to identify key points from texts and support their ideas with detail from the text.</p> <p>A child should be able to use inference and deduction when asking and answering questions about character, plot and the author's intentions.</p> <p>A child should be able to discuss the writer's choices of language and structures, describing their effects on the reader.</p> <p>A child should be able to make connections within texts and between texts.</p>

<p>why they agree or disagree.</p> <p>Can engage in discussion about their reading, asking and answering questions about ideas arising from the text.</p> <p><b>Can comment on language, form and structure in fiction and non-fiction</b></p> <p>Can develop comments on the writer's choices of language, form or structural features and explain their effect on the reader.</p> <p><b>Can recognise literary language (and increasingly comment on its effect)</b></p> <p>Can identify a range of literary language features and comment on how effective the writer's choices of literary language are.</p> <p><b>Can make (increasingly sophisticated) comparisons between texts</b></p> <p>Can make increasingly sophisticated comparisons within and across different texts, including novels, stories, plays, poetry, non-fiction, reference books and text books as well as texts from other cultures and traditions, by making accurate comments on how these affect the reader.</p>	
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