

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 routinely demonstrate appropriate intonation, tone and volume when reading text and plays aloud, and reciting poetry, to make the meaning clear to the audience.</p> <p><b>Reads and understands a (wide) range of text types</b>            Can routinely demonstrate understanding of the features of a wide range of texts, 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 routinely draw on a wide range of contextual evidence to make sense of what is being read.</p> <p>Can participate in discussions to express views formed through listening to texts and courteously challenging those of others.</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 retrieve, record and present information; using non-fiction.</p> <p>Can identify key details that support main ideas, and use them to summarise content drawn from more than one paragraph.</p> <p><b>Can deduce, infer or interpret information, events and ideas from texts</b>            Can draw inferences and justify inferences with evidence.</p> <p>Can make predictions based on details</p>	<p>By the end of Y6 a child should be able to read a wide range of texts fluently and accurately with varieties of tone, volume and expression to communicate meaning to the reader.</p> <p>A child should demonstrate understanding of a range of texts, using a range of evidence to make sense of the texts they read.</p> <p>A child should be able to express opinions on the texts they read and discuss these with others, defending their opinions but acknowledging the viewpoint of others.</p> <p>A child should be able to retrieve and organise key points from texts, using them to summarise content.</p> <p>A child should be able to use inference and prediction to ask and answer sophisticated questions.</p> <p>A child should be able to express opinions about texts, justifying their views as they do so.</p> <p>A child should be able to compare texts they have read, offering comments on the quality of the texts and their responses to them.</p>

stated and implied. Distinguishes between fact and opinion.

Can ask a range of questions to develop understanding of the text.

Can express views formed through independent reading, explaining and justifying personal opinions.

Can explain and discuss their understanding of what they have read.

**Can comment on language, form and structure in fiction and non-fiction**

Can routinely develop comments on the writer's choices of language, form or structural features and how effectively they guide the reader.

**Can recognise literary language (and increasingly comment on its effect)**

Can identify recurring literary language features across a range of texts and routinely express views on how effective the writer's choices of literary language are.

**Can make (increasingly sophisticated) comparisons between texts**

Can make evaluative 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 expressing opinions about how writers' choices affect the reader.