		Literal Comprehension (LIT)			Inference (INF)		Responding to the Text (RT)		Language for Effect (LFE)		Themes and Conventions (TAC)		
Indicative Book Band	Termly assessment	Literal Comprehension (LIT)	Literal Comprehension: Sequencing (SEQ)	Information Retrieval (IR)	Accuracy (ACC)	Making Inferences (INF)	Prediction (PRED)	Personal Response and Evaluation of Text (PRS)	Performance (PERF)	Literary Language (LANG)	Vocabulary Development (VOC)	Range of Texts (RGE)	Text Structure (STRC)
		Persistant in discussion about the inhalloting and differences between two backs on a similar topic or by the same substant to the control of the control of Example: levining read two stories by Michael Mopungs, child can talk about have the characteris earch book are affected by wax.						Respond to a manufallement in a true, select the manufallement in a true, select the manufallement of the topic discussed and justifying this with evidence from the text.  Example: In response to a story in which a character has to decide whether to break the rules in order to be just friend, oldic examples in the past is mider of the case in order to be just friend, oldic examples in what they would do using details from the text to justify their view.	Make investigit pophisticated declara- tation when the make the support taler argument in presentation or debate. Example: Child can use evidence from different pain of a move to present a considering argument about a financiary inclusions, require velocities from the text to respond to questions.				
но дил а					Accusably black nearing of land during mading, soldon meeding to pass to self- ment of the self-self-self-self-self-self-self-self-			Consistence solate is blenetify how one reactions as character in Tection changes among the care and a basis, and played in among the care and a basis, and played in the central character reading a book played with the central character readen fellows with someone who was proviously a bully character readen fellows the central character and a substantial character and a part of an advantage of the central character's and a substantial character and a part of an advantage central characters with played and the present a substantial charges and a part of an advantage central characters.			Equips words with sindar meanings but different degree of formulity or completing.  Exception, Cold is chronically to support on the completing or completing.  Exception, Cold is chronically to support on the cold in the c		
		Sometime main bless and concerns in a book, identifying they details that support main ideas.  Casangles is a non-fection book, child can summarishe main ideas in the test and explain the author's point of slees, with subverse to the test.				Read-threates that lease and register (inferent possible interpretations of an exert in a fiction or mon-fiction test. Example, in a durant exercic in a non- fiction content, cliffic an take part in a discussion about a proposed new housing development, taking the point of view of a council member.	With nitral proruging, and between the sets in predict with a process of the set in predict with stated and impleed.  Example, before meeting the White Queen in The Linux, The With a Queen in The Linux, The Without Guide con of the Historicology, child can predict that she will be crust, and can justify this prediction with stated and implied details, e.g., the Turness seems stated of the:	Accommendable to perm, plain reasons for their choices of considering two the content of the many distinguishes in term other books on a similar themse or by the same surface.  Example: Child can explain why someone would like the book even if they distinguishe books on the same themse, as given in the content of the co		Secon and evaluate how enters use segrange, including analogy are segrently including analogy are segrently including analogy and including analogy and analogy are segrently as a compact from a core, not proposed one and		Regulary read wide range of train challenging larger from, and a wide regular production from the challengy and memory and the challengy of memory and challengy of memory and Caampile: When researching life in the Second World Way, child is able to wisket with books and websites and makes links between them.	
						Participate in discussion about stress expressed in two tents can similar taptic or by same author, table pito account offerences in purpose and audience offerences in purpose and audiences and audiences are consistent or a same author, children register than the constraint of the audience of a relevant velocities and the author of a newspaper article.		Formulater own opinions of a topic in response to a book that sparks delate and purplies this with reducen from the text. Example; in response to a book short remeable more plant authors reasonal to and against it, child can english their own exploses about soften power sking details from the bod.					Discous and evaluates how tests are dractured and presented, and can comment on the impact on the reader. Gauspiels in Settins but that justified floodbacks to an anifer too, the child can investigate the control of the control of control of the control of control of the control of control of the control of control of the control of the control of control of control control of control
	Y6+ (ABOVE FLOOR)	Draw links between different pieces of widerer and paraginas them when saled to provide viderer to view on a text. Example: When niked to find there pieces of widerer to their act of their pieces of widerer to their act of their pieces of widerer to their act of their pieces pieces of evidence and make folks between them.					With isoport, participate in discussion should different possible endings or event a final registral pain in a sony and can place and in the single happen is a sony and can place enderso. Carangle When diversich to a suming point or a story, cittle can esigned some and a story, cittle can suggest some and story, cittle can suggest some some control of the story of the control of the story of	With support, evaluate how effectively the author has created a perclusir most, and can discuss their own separate lost. Example, in a chapter designed to build received any service of the service of any, in response to guestions, evaluate how successful the subset lost better and and the service of the service of the service of their services of the service of the ser	Select appropriate evidence and ideas from most than the source and as a bit officier a well-reasoned and bishorded with the selection based on white they have read.  Example: Child can deliver a well-reasoned or graphing presentation of migrating presentation of migrating presentation of migrating presentation of migrating presentation on the property of the second of the seco	With support, evaluate how author has used lineages for a particular effect and fooding sensingle and equilibrility has designed to the control of the contr		Regularly contribute to discussions about a wide range of books, including modern deases fection and a garged or see Fection deases fection and a garged or see Fection deases fection and a seek of the between testing and or seek or developed to perform preferencies in service of on those or recommend further books on similar theres.	Evaluate the author's choice of text directives intermed file impact on the marker. Example: Ordicion regigest why author marker. Children regigest why suffer may file have chosen to all an epicacle of history strough biography rather than historical fection.
		Participates in discussion about institution and differences between insupplicts of authors or characters in two or more tests. Sample: Oth can compare and discuss the viewpoints of the main-characters of the main-characters of from the viewpoint of the main-characters of from the viewpoint of an evacues and a cold in the filtr.				seartly rechniques within his seart to weeke and managinet reader's response to a text, both through language choices and through weets the subser chooses to portray.  Character in the point. The lightwomans, child can before the work of the choice of the character and can find implied evidence to show that is an armount of the character and can find implied evidence to show this.		us treath of moding to discuss their epidenose of authors and themes and, which expert, and partly why they like these. Example: In response to question, child can explain that their forecutte subtra it drawing on common themes, characters and settings between books.			Occase and compares wearth with stellar meanings or opposition grows along, and gost wileve about whether a particular word in a good chake or me. Chair can be efficient upon of continuous and efficient upon of continuous and efficient upon of continuous and efficient upon of the continuous to recipion unfamiliar or technical language, and can consentine discuss to appropriate or helpful specific words are in the context of a text.		
				Collate and currentive likes is existing unique control and makes to identify questifics details from more than one teat. Example: When child is saided to explain how the laves of a numer and a severes as smaller based on their distance, they can the control of the collate of the collate of the collate of the set of the collate of their distance, they can set of the collate of their distance, they can comparing two books by the same author, and can locate and query appropriate information from both tests and combine them to make a connecting argument.		Evaluate feet feetings in the safeth in has used to a feet. Seek and minisplicity in a daily when a character who is feet. Example: In a daily when a character who is locally unpleasent to the main character feeting in the character of the character is no direct to character or other to character.	Individue inagentions independently when discussing different possible ending or wester that night hexpenin a story, and can justify each peritation using started and implied evidence.  Exemple: Child congreticipate in a granular discussion about officency and individual congreticipate in a granular continuous about officency and provided congreticipate in a granular discussion about officency and provided congreticipate in a granular discussion and others' ideas and using class and evidence from the text to justify each idea.	Evaluate how effectively the author has attempted to alse for reader's political strenged to alse for reader's political and con indicate their own response to II. Example: In a California designed to reader appropriate with an attenuite region of the reader appropriate with an attenuite region and reader and appropriate and an attenuite region and reader and a reade		Discuss and evaluate how authors use language, judicially group and surcason, considering the impact on the reader. Example: Child can identify irony in answer to directed quantities, and can suggest measure with the sufficiency from the measure with the sufficiency from the directed of control of measure with the sufficiency from the directed of properties.		legating contribute to discussions about a feet regated thesis, including feeting fiction and more in-depth room (citics), and con make thereast likes abherent tests. Cazenglis: In a discussion about Blood abouty, citid is sale to comment that book has therees of creating and belones and that therees of creating and belones and each with similar therees.	With support, revaluate from the Forbics of feet of text free large-part to white's them was dysappen, and the support of text free large-part free free large-part free free free large-part free free free free free free free fr
RED PLUS B					Accusately tack meaning of tent during eading, self-construing as receivary without obvious passes in the medicy, increasingly conflict in using wider context of feet to support their understanding of a sentence with understanding of a sentence with understanding of a sentence with understanding of a sentence with understanding of a sentence self- sized particular sentence of the sentence of the sentence of the sentence of the sentence of the sentence of the the sentence of the sentence of the tentence of the tentence of the tentence of the tentence tentence the tentence the tentence tentence the tentence tentence the tentence tentence the tentence tentence the tentence tentence the tentence tentence tentence the tentenc	exception the propose, audience and context of a piece thanked writing and, with discribin, can use this knowledge to support their company to the company to the think the complete picture of what happened? and Exposition of what happened? and Exposition and happened? and Exposition to propose that the text as opposes and may not give the full picture.		these.  Example: In response to questions, child can explain why they like some shies of feature but not others, e.g., I prefer feature pools than in result life with mapical elements to those that are set in a completely different world, because completely different world, because the to insight emplete myself as the characters, but I find that to relate to them I the world in completely directly and to relate to them I the world in completely imaging.	Solicit and our appropriate volvects and dates from research offer claim reading of a text and with support, can actiques amme counter—agents from the reporting table or property of the report of th				
						meaning.  Example: Having med a book, e.g., a detective story, child can find the subtle clies that have been weren throughout the story and use them as evidence to explain how subtor deliberately tricks reader into making one interpretation which turns out to be false as est unfolds.	Operative about different possible endings, or events than inplict happen in a North can justify each prediction-using stated and implied evidence.  Example: When past—way through a novel, child can suggest different ways in which the stary might subsid, juicing example when and using class and evidence from the test to justify and prediction.	Example: In a book with some humorous elements, child can analyze how successful the author has been in activities plumour and explain what effect the humour has had on their opinions of characters or events.	Salest and use appropriate volumes and least from research and/or close reading of a text to sustain a well-resourced point of view in a debate.  Example: Child can defend their point of view in a sustained argument, using evidence from the text to support the argument and countrously countering opposing opinions.	Observe and resultant how author his was inappage for a positival effect, finding examples and explaining how they impact on the reader.  Example: Child independently observes examples of contrasting sentence lengths, integrity and unusual vocabulant can explain how these contribute to the overall effect.		lead a vide range of high quality fiction and non-fiction, before he could non-fiction, before it may be designed to the country of green, historical periods, forms and authors.  Example: Child selects a wide range of challenging books to read, e.g. books by Exis Coller or Philippa Pearca, and cast talk about them, making links between similar less.	
						Begin to make critical compensions acress tests and can give a written response to a question special point acress. Example: Child can combine details from each test and outplant their acress, e.g. englished give yet are somal as on acress acress as endangered with reference to the tests.		Use breadth of residing to discuss their opinions of a shafton, thereis and ryles and copinions of a shafton, thereis and ryles and copilatily with prefix the time.  Example: Child can explain with they like some explain with prefix the child can explain with the roll of the child child, a Child prefix the child child, a Child prefix the child ch					Discusse a range of structural features and weakasts how these contribute to the effects activised. Beample: Child can hypothesise about who as suchor may have chouse to see unusual lace features, got home of resp., lecture or song within a story, wolkstong the effects of these features.