Reading—Milestone 2			
	Basic	*Advancing*	*Deep*
To read words accurately			
Apply a growing knowledge of root words, prefixes and suffixes	*Beginning to apply knowledge of simple root words, prefixes and suffixes to construct the meaning of words in context.*	*Generally, able to apply knowledge of most simple root words, prefixes and suffixes to construct the meaning of words in context.*	*Able to apply knowledge of all age-related root words, prefixes and suffixes independently.*
Read further exception words, noting the spellings.	*Beginning to read some exception words.*	*Generally, able to read almost all of the exception words, and note the spelling.*	*Read and spell all age-related exception words independently.*
To understand texts			
Draw inferences from reading.	*With support of a teacher, simple inferences can be made using evidence from the text.*	*In a range of texts, inferences can be made, such as: inferring characters' feelings, thoughts and motives from their actions.* *Generally, justifies inferences with evidence.*	*Independently demonstrates an understanding of a range of texts; selecting essential points and using inference and deduction where appropriate.*
Predict from details stated and implied.	*With support, plausible predictions, based on straightforward clues from the text, can be made.*	*Generally, refers to the text to make predictions and justifies their views using evidence.* *Predictions are plausible.*	*Without support, refers to the text to make predictions and justify views using evidence. Independently predicts using knowledge from own wider experience.*
Recall and summarise main ideas.	*With support, the main points of a text are understood and can be summarised.*	*With prompts, recalls and summarises the main ideas and themes across a range of texts.*	*Independently, can identify key features, themes and characters and select sentences, phrases and relevant information to support views.*
Discuss words and phrases that capture the imagination.	*With support of a teacher, identifies where language is used to create mood or build tension.* *With support of a teacher, identifies a few basic features of writer's use of language but with little or no comment, for example, 'There are lots of adjectives in this text.'*	*Generally, comments on the choice of language to create moods and build tension and the effect that this has on the reader.* *Beginning to consider the impact of descriptive style.*	*Without support, comments upon the use of author's language and the effect upon the reader.* *Without support and across a range of reading, comments upon writers choice of language, e.g. 'all the questions make you want to find out what happens next' and '"disgraceful" is a good word to use to show he is upset'.*
Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.	*With support of a teacher, shows some awareness of organisational features.* *With support, retrieves and records information using basic organisational features, for example, the title and main headings.*	*Generally, organisational features and conventions are identified and used to locate information. For example, title, index, glossary and contents .*	*Independently identifies and uses organisational features and conventions of non-fiction. Effectively uses them to locate information.*
Prepare poems and plays to read aloud with expression, volume, tone and intonation.	*With support of a teacher, listens to, discusses and expresses views about poetry and plays. Beginning to read aloud with expression, volume, tone and intonation. Begins to use performance to extend their interest in the meaning and origin of words.*	*With guidance, prepares poems and play scripts to read aloud and to perform; showing understanding through intonation, tone, volume and action.* *Uses performance to extend their interest in the meaning and origin of words.*	*Independently, prepares poems and play scripts to read aloud and to perform; showing understanding through intonation, tone, volume and action, so that the meaning is clear to the audience. Learns a wider range of poetry by heart.*
Identify recurring themes and elements of different stories.	*With support, is beginning to recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.*	*Generally, can recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.*	*Independently, recognises and identifies recurring themes in a variety of different texts.* *Selects relevant information to support their views.*

To understand texts (continued)

	Basic	Advanced	Deep
Recognise some different forms of poetry.	With support of a teacher, begins to recognise that there are different forms of poetry. For example, nursery rhymes, haiku's, limericks, narrative poetry, nonsense poetry etc.	Generally, identifies different types of poetry and their forms.	Without support, identifies and compares different forms of poetry.
Explain and discuss understanding of reading, maintaining focus on the topic.	With support, participates in discussion about books; including those that are read to them and those they can read for themselves. With support of a teacher, explains and discusses ideas, whilst maintaining a focus on the topic.	With prompts, participates in discussions about books and is able to explain and discuss ideas, whilst maintaining a focus on the topic.	Independently, recommends books that they have read, giving reasons for their choices. Without support, participates in discussions about books, building on ideas and challenging views courteously. Independently, explains and discusses understanding of what they have read; including formal presentations and debates. Without support, provides reasoned justifications for views.
Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	With support of a teacher, makes simple inferences using evidence in a range of texts.	Generally, makes straightforward inferences, and justifies their views with evidence. For example, inferring characters' feelings, thoughts and motives.	Without support, understands a range of texts, selecting essential points and using inference and deduction where appropriate.
Identify main ideas drawn from more than one paragraph and summarise these.	With support, begins to identify and summarise the main ideas drawn from more than one paragraph.	Generally able to identify and summarise the main ideas drawn from more than one paragraph.	Able to independently identify and summarise the main ideas or purpose of a text.
Identify how language, structure and presentation contribute to meaning.	With support of a teacher, is beginning to learn that there are different conventions of writing. For example, greetings in letters, a diary written in first person or the use of presentational devices; such as, numbering and headings.	Generally, recognises the conventions of different types of writing. For example, greetings in letters, a diary written in first person or the use of presentational devices; such as, numbering and headings.	Independently, recognises the conventions of different types of writing and considers their impact.
Predict what might happen from details stated and implied.	With support of a teacher, simple predictions about what is implied or what has happened so far are made.	Generally, predictions about details stated, what is implied or what has happened so far, are made.	Predictions about details stated, what is implied or what has happened so far are made without support.
Ask questions to improve understanding of a text	With the support of a teacher, begins to consider the types of questions that can be asked to improve understanding of a text.	Generally is beginning to ask relevant and purposeful question in order to improve understanding of a text.	Independently recognises and uses relevant questions in order to develop understanding of a text.
Check that the text makes sense, discussing understanding and explaining meaning of words in context	With support, re-reads to check that the text makes sense. Is beginning to find out and discuss the meanings of new words in context.	Generally re-reads to check that the text makes sense. Discusses their understanding. Finds out the meanings of new words in context.	Independently seeks out the meaning of new words and re-reads to develop a deeper understanding of a text.