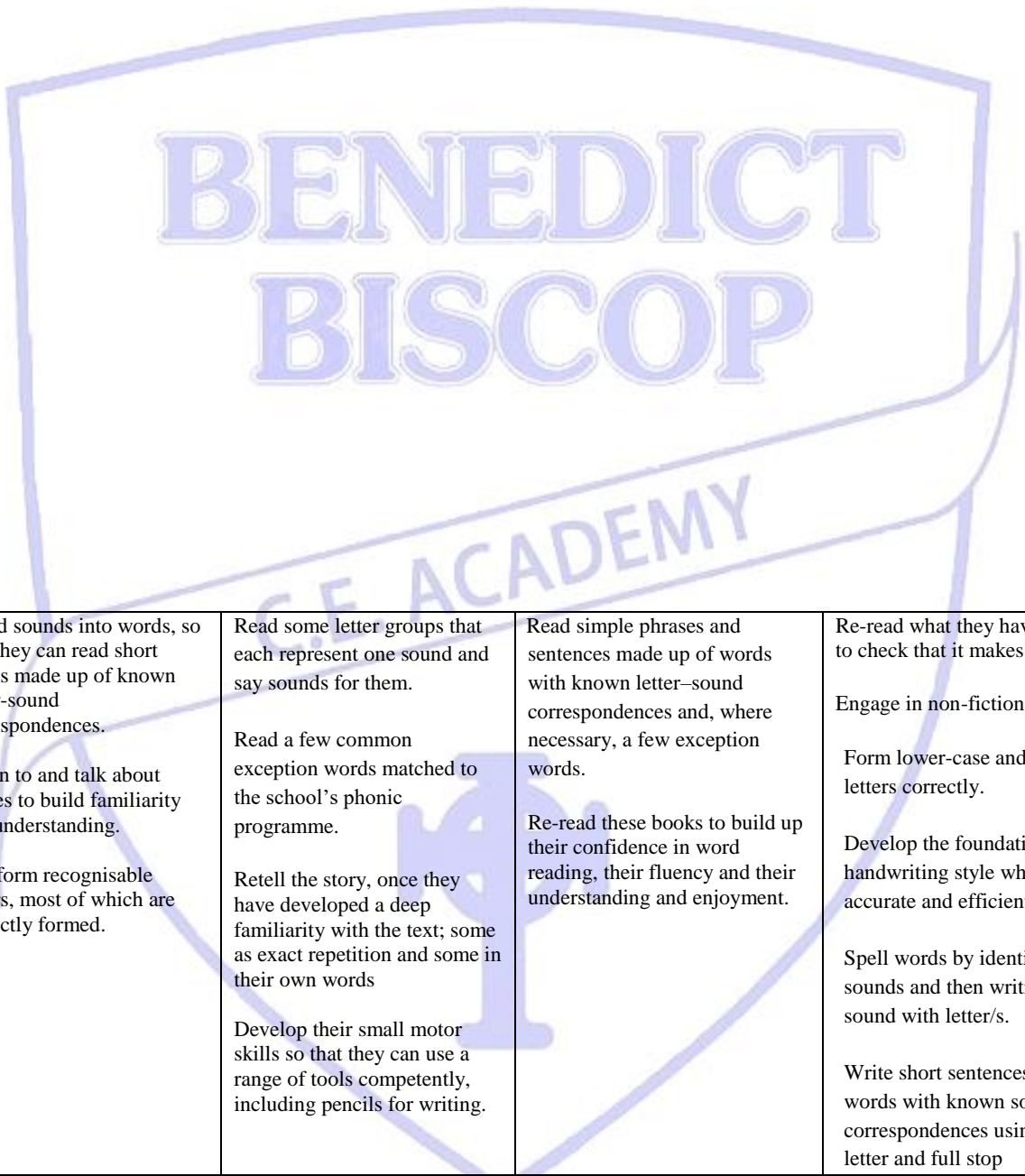Below are Key Performance Indicators / focus objectives for each term. These. Alongside genre mapping and progression documents (Y1-6) enable teachers to plan assess key aspects of the curriculum pupils need to be secure in. It is NOT the intention that the statements are used as a "tick list" to calculate from but instead used to support assessment against end of year expectations and provide focus

Early Years KPIs

	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
Nursery	Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. Enjoys drawing freely. Add some marks to their drawings, which they give meaning to. Use large-muscle movements to wave flags and streamers, paint and make marks.	Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book page sequencing Show a preference for a dominant hand.	Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother Know many rhymes, be able to talk about familiar books, and be able to tell a long story.	Engage in extended conversations about stories, learning new vocabulary. Enjoy listening to longer stories and can remember much of what happens. Use a comfortable grip with good control when holding pens and pencils.	Use some of their print and letter knowledge in their early writing. For example: writing a pretend shopping list that starts at the top of the page; writing 'm' for mummy.	Write some letters accurately. Write some or all of their name.
Foundation Phonics	**Aspect 1 – Environmental sounds** listen to and identify outdoor sounds listen to and identify indoor sounds use drumsticks (stroke, beat, tap) to make different sounds use my voice to sing at different volumes identify the sounds in a sounds lotto game identify sounds made behind a screen (keys, bells) make the correct animal noise from a set of clues give others a set of clues to guess an animal guess what is inside the container by the sound it makes **Aspect 2 – Instrumental sounds** identify and name the instruments being played remember and repeat a rhythm discriminate and copy loud and quiet sounds stop and start playing my instrument at a signal play	SEE Foundations for Phonics document for FULL guidance file:///C:/Users/ewhelam/Downloads/LS-KEY-GUIDANCE-Tuning-into-Sounds-PD04%20(1).pdf				

	my instrument to describe an action (fairy footsteps) perform a short instrumental piece for others play an instrument to match the sound an animal might make **Aspect 3 – Body percussion** perform a song with actions perform an action to match a musical instrument perform actions increasing and decreasing my speed as necessary copy a body sound copy a sequence of body sounds identify a body sound (snoring, eating) suggest times when be noisy or quiet use my voice to make slow, fast, quiet, loud, long, short sounds move my body in response to an instrument sound					
Reception	Read individual letters by saying the sounds for them. Holds a pen using a tripod grip. Can form recognisable letters.	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Listen to and talk about stories to build familiarity and understanding. Can form recognisable letters, most of which are correctly formed.	Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words Develop their small motor skills so that they can use a range of tools competently, including pencils for writing.	Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Re-read what they have written to check that it makes sense. Engage in non-fiction books. Form lower-case and capital letters correctly. Develop the foundations of a handwriting style which is fast, accurate and efficient Spell words by identifying the sounds and then writing the sound with letter/s. Write short sentences with words with known sound-letter correspondences using a capital letter and full stop	Re-read what they have written to check that it makes sense. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Write short sentences with words with known letter-sound correspondences using a capital letter and full stop.

| Phonics | Week 1 s a t p
Week 2 i n m d
Week 3 g o c k **is**
Week 4 ck e u r **I**
Week 5 h b f l **the** | Week 1 ff ll ss j **put* pull* full* as** Week 2 v w x y **and has his her**
Week 3 z zz qu words with –s /s/ added at the end (hats sits) ch go no **to into**
Week 4 sh th ng nk **she push* he of**
Week 5 • words with –s /s/ added at the end (hats sits) • words ending in s /z/ (his) and with –s /z/ added at the end (bags) **we me be** | Week 1 ai ee igh oa
Week 2 oo oo ar or **was you they** Week 3 ur ow oi ear **my by all**
Week 4 air er words with double letters
Week 5 longer words | Week 1 review Phase 3: ai ee igh oa oo ar or ur oo ow oi ear
Week 2 review Phase 3: er air words with double letters longer words Week 3 words with two or more digraphs
Week 4 longer words words ending in –ing compound words
Week 5 longer words words with s /z/ in the middle words with –s /s/ /z/ at the end words with –es /z/ at the end
Review all taught so far Secure spelling | Week 1 short vowels CVCC **said so have like**
Week 2 short vowels CVCC CCVC **some come love do**
Week 3 short vowels CCVCC CCCVC CCCVCC **were here little says**
Week 4 longer words compound words **there when what one**
Week 5 root words ending in: –ing, –ed /t/, –ed /id/ /ed/ –est **out today** | Week 1 long vowel sounds CVCC CCVC Review all taught so far
Week 2 long vowel sounds CCVC CCCVC CCV CCVCC
Week 3 Phase 4 words with –s /s/ at the end Phase 4 words with –s /z/ at the end Phase 4 words with –es /z/ at the end longer words
Week 4 root words ending in: –ing, –ed /t/, –ed /id/ /ed/, –ed /d/
Week 5 root words ending in: –er, –est longer words |

Year 1 – Reading KPIs		
Term One	**Term Two**	**Term Three**
KPIs On-track for Expected Standard (EXS)	**KPIs On-track for Expected Standard (EXS)**	**KPIs Expected Standard (EXS)**
• Read phonetically decodable books matched to their phonic ability with 90% accuracy without overt sounding out. • Automatic recognition of high frequency words taught so far. • Use phase 2, phase 3 and phase 4 phonic knowledge to read words in ways which match their spoken sounds. • Makes phonetically plausible attempts to read words that have not been learnt. • Begin to divide words into syllables to read. • Identify predictable and repeated phrases in reading and role-play. • Read sentences taking account of simple punctuation e.g full stops. • Retrieve basic information about a character using pictures and simple language. • Recall basic features of stories. • Check that the text makes sense as they read e.g. self correction. • Discuss word meanings, linking new meanings to those already known. • Read and follow simple instructions in order.	• Read phonetically decodable books matched to their phonic ability with 90% accuracy. • Automatic recognition of high frequency words taught so far. • Read most multi-syllable words containing taught GPCs at Phase 5. • Identify traditional story language and comment on its use. • Identify key events and use to sequence. • Retrieve basic information about setting, something or someone. • Predict what might happen based on what has been read so far. • Read taking account of wider punctuation such as exclamation marks. • Automatically read most of the common exception words taught so far. • Draw on existing vocabulary to speculate on the meaning of new words. • Describe the difference between a story and a first-person recount.	• Read phonetically decodable books matched to their phonic ability with 90% accuracy without overt sounding out.. • Read all the common suffixes and all the common exception words at Phase 5. • Read phonically decodable two-syllable and threesyllable words. • Read automatically all the words in the list of 100 high-frequency words. • Identify the features of factual texts: instructions and reports, identify features of story texts. • Identify and comment on descriptive language. • Draw on their existing vocabulary to speculate on the meaning of new words and explain any links. • Predict what might happen based on what has been read so far. • Express personal responses, including likes and dislikes; give some reasons linked to own experiences.
KPIs On-track for Greater Depth (GDS)	**KPIs On-track for Greater Depth (GDS)**	**KPIs Greater Depth (GDS)**
• Read phonetically decodable books matched to their phonic ability with 90% accuracy without overt sounding out • Recall key events using words like first, next, after, when. • Read sentences using awareness of punctuation such as question marks and exclamatiotn marks. • Make simple connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf". • Read common words with contractions and show some awareness of the use of the apostrophe to represent letters. • Read most multi-syllable words containing taught GPCs at Phase 4. • Show some inference at a basic level. • Make suggestions about what will happen next in the story based on what has happened so far.	• Read phonetically decodable books matched to their phonic ability with 90% accuracy without overt sounding out • Begin to understand how written language can be structured in order. • Independently comment on vocabulary gathered from reading. Reason about why authors choose specific words and phrases. • Read own writing to check it makes sense. • Independently read aloud phonetically decodable texts at an age-appropriate level (Phase 5). • Identify basic similarities and differences between their own experiences and that of story characters. • Express personal responses, including likes and dislikes; give some reasons linked to own experiences	• Read phonetically decodable books matched to their phonic ability with 90% accuracy without overt sounding out • Read fluently and accurately blending taught GPCs at Phase 5. • Decode words, applying phonics knowledge • independently and confidently when encountering a new word. • Confidently and consistently read all multi-syllable words containing GPCs and Phase 5 • Read all common exception words at and common suffixes and Phase 5. • Consistently recall features of key stories, re-telling in order with detail and story language, identifying most features. • Explain, describe and reason about patterns and language of familiar stories • Explain the purpose of the punctuation in texts read. • Make connections between texts. • Begin to identify the effect on the reader.

Year 2– Reading KPIs		
Term One	**Term Two**	**Term Three**
KPIs On-track for Expected Standard (EXS)	**KPIs On-track for Greater Depth (GDS)**	**KPIs Expected Standard (EXS)**
• Read phonetically decodable books matched to their phonic ability with 90% accuracy without overt sounding out • Recall a story structured into 3 parts with detail and story language. • Find information from research and take simple notes. • Identify similarities and differences between fiction and non-fiction; understand that non-fiction texts are structured in different ways • In a book closely matched to the GPCs taught, sound out many unfamiliar words accurately. • Read accurately words of two or more syllables that contain the same GPCs as those taught. • Answer questions on what has been read in discussion with the teacher and make simple inferences. • Identify some words and phrases they like and begin to say why. • Use personal experience to connect with texts • Begin to comment on language choices. • Work out meanings of new vocabulary from context	• Read phonetically decodable books matched to their phonic ability with 90% accuracy without overt sounding out • Independently recount the main events in the stories covered over the term. • Identify key features of instructional texts. • Identify key features of recount texts. • Read most common exception words. • Read most words containing common suffixes. • Comment on language choices and the effect on the reader. • With scaffolding and prompts comment on the effect of different sentence types and punctuation. • Discuss their favourite words and phrases and give reasons for their choice. • Predict what might happen with responses aligned closely to the story characters, plot and language read. • Work out meanings of some new vocabulary from context and knowledge. • Make plausible inferences based on a single point of reference in the text. • Recognise patterns of literary language	• Read phonetically decodable books matched to their phonic ability with 90% accuracy without overt sounding out and blending and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words. • Read accurately most words of two or more syllables • Sound out most unfamiliar words accurately, without undue hesitation. • Read most words containing common suffixes. • Read most common exception words. • Answer questions and make some inferences. • Explain what has happened so far in what they have read. • Identify and explain features of persuasive texts and recounts.
KPIs On-track for Greater Depth (GDS)	**KPIs On-track for Greater Depth (GDS)**	**KPIs Greater Depth (GDS)**
• Discuss favourite words and phrases and give reasons for the choice. • Predict what might happen with responses linked closely to the story characters, plot and language read so far. • Explain how non-fiction books are used. • Can independently identify key features and use these to help find information. • In a book they can read independently explain what has happened so far, answer questions and make simple inferences. • Read most multi-syllable words containing taught GPCs at Phase 4. • Show some inference at a basic level. • Make suggestions about what will happen next in the story based on what has happened so far**.**	• Independently identify key features of instructional texts and different forms of recount texts and explain the purpose of the features. • Recognise when reading does not make sense and self-correct without undue hesitation • Demonstrate understanding of what they have read by inferring and confidently and accurately drawing on what they already know or on background information and vocabulary provided by the teacher. • Use evidence including quotations from or references to text • Comment and explain the effect of different sentence types and punctuation on the reader. • Comment on language choices, reasoning about their use. • Show some awareness that writers have viewpoints	• Confidently, accurately and fluently read a range of age appropriate fiction and non fiction. • Use knowledge of phonics and morphology effectively to read challenging, unfamiliar words. • Uses effectively intonation and expression to reflect the comprehension of what is read. • Read independently and make inferences from the text. • Make a plausible prediction about what might happen based on what has been read so far. • Make links between the book they are reading and other books they have read, drawing on themes, characters and events to illustrate comparisons. • Demonstrates breadth and depth to vocabulary. • Reason about what is read including grammar and vocabulary choices describing the impact on the reader.

Year 3 – Reading KPIs		
Term One	**Term Two**	**Term Three**
KPIs On-track for Expected Standard (EXS) • Apply the knowledge of morphemes to read aloud and attempt to make sense of the new words. • Use dictionaries to check the meaning of words. • Identify key words to look for when scanning a text to find information. • Infer characters thoughts and feelings. • Ask questions to improve understanding of the text. • Read exception words. • Recognise and discuss key themes and conventions. • Use scanning to identify the main purpose of text. • Discuss the purpose of dialogue in narratives. • Identify the narrators voice. • Identify different parts of a story structure. • Identify causal languag	**KPIs On-track for Expected Standard (EXS)** • Apply the knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words. • Read further exception words with unusual correspondences between spelling and sound • Purposefully skim and scan a text to retrieve key information • Use dictionaries to check the meaning if words and explain the meaning of these words in context • Infer a character's thoughts and feelings and feeling and justify their views. • Draw a straightforward inference from independent reading beginning to explain thinking and returning to the text to support opinion. • Identify language and structural features that create specific effects on the reader. • Explain how dialogue is used to support characterisation. • Identify how writers express a dilemma within a story. • Explain features of non-chronological reports in a specific form e.g. leaflets and consider their purpose.	**KPIs Expected Standard (EXS)** • Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words. • Read a range of exception words with confidence, explaining the links between spelling and sounds where these occur in the word. • With some independence can skim and scan to retrieve information from a text. • Draw inferences from reading with some reference to the text. • Understand how writers use figurative and expressive language to create images and atmosphere, describing the effect on the reader. • Predict what might happen from details stated and attempt to predict from details implied. • Identify words and phrases that support additional detail for the reader or provide precise information; discuss the effect of these on the reader. • Identify the structure of a story noting how paragraphs are structured to support cohesion. • Identify and explain how dialogue is used to create characterisation and move the story on.
KPIs On-track for Greater Depth (GDS) • Read aloud accurately and make sense of new words with confidence. • Begin to understand what the writer is implying in a text. • Identify main ideas from more than one paragraph. • Discuss how the sequence of the story is expressed e.g. through conjunctions, adverbs and prepositional phrases. • Explain and reason about how vocabulary and grammar choices change when the form of the writing is changed with reference to audience and levels of formality. • Identify wider features within a genre and explain their purpose.	**KPIs On-track for Greater Depth (GDS)** • Confidently identify and discuss themes and conventions in texts read. • Use dictionaries to check the meaning of words and explain the meaning of these words in multiple contexts. • Identify author viewpoint with reference to the text. • Predict what might happen from details stated and attempt to predict from details implied. • Discuss and reason about how language is used to capture the reader's interest and create emphasis, humour, atmosphere or suspense. • Begin to reason about how language and punctuation help to create specific effects on the reader. • Explain how writers use different types of verbs to describe actions, thoughts and feelings. • Identify language of comparison and contrast	**KPIs Greater Depth (GDS)** • Confidently draw inferences from independent reading and justify opinions with evidence from the text. • Justify views about a text using reasoning and explanation skills. • Justify inferences made about character's thoughts and feelings by referring to and explaining both implicit and explicit information. • Identify and reason about distinctive language, structural and presentational features and demonstrate how these help the reader draw meaning from the text or help to structure the text. • Identify and explain the viewpoint of the narrator or writer. • Reason about the effectiveness of persuasive language and persuasive techniques.

Year 4 – Reading KPIs		
Term One	**Term Two**	**Term Three**
KPIs On-track for Expected Standard (EXS)	**KPIs On-track for Expected Standard (EXS)**	**KPIs Expected Standard (EXS)**
• Use knowledge of a range of root words, prefixes and suffixes to identify the meaning of unfamiliar words. • Discuss the meaning of new or unusual words in context. • Use skimming to identify main ideas and topic sentences within paragraphs, highlighting key information. • Scan a text to identify words or phrases that capture their interest and imagination, begin to explain why. • Explore how character descriptions are designed to provoke a response to the character. • Identify how rich and powerful language is used in the modeltext. • Explore and discuss how sentence structure and different sentence types create different effects on the reader. • Identify persuasive techniques and devices and discuss their impact.	• Use knowledge of root words, prefixes and suffixes to understand new words. • Use their understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word. • Explain the meaning of words in more than one context. • Use skimming to identify main ideas within a paragraph and begin to summarise. • Comment on how writers use conventions to engage the reader. • Identify techniques writers use to create mood and atmosphere. • Use scanning to locate key information efficiently, for a purpose. • Draw inferences from independent reading using the text to justify responses. • Predict what might happen from both details stated and those implied. • Identify techniques and vocabulary choices to create an impersonal style to writing	• Decode most new words outside known vocabulary, making a good attempt at the word's pronunciation. • Independently identify and discuss many themes and conventions. • Explain how the same word can have different meanings in different contexts, identifying a word and give alternative meaning for it. • Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence. • Use skimming and scanning to identify main ideas from more than one paragraph and summarise the content of these. • Explain about how writers use different techniques to engage the reader. • Identify how features, structure and presentation contribute to meaning in fiction and non-fiction. • Understand and explain the difference between what is written and what is implied in a text. • Identify when a writer has used "show not tell techniques" and begin to explain how this impact onthe reader. • Scan a text to identify language used for comparison and contrast.
KPIs On-track for Greater Depth (GDS)	**KPIs On-track for Greater Depth (GDS)**	**KPIs Greater Depth (GDS)**
• Discuss how shades of meaning can affect understanding. • Explore the origins of words within texts read. • Demonstrate understanding of figurative language. • Explain how descriptive techniques provoke responses. • Discuss and explain how language and vocabulary choices change when there is a change to the audience or form of the writing	• Reason about words with reference to relationships between words. • Identify words and phrases with similar meaning. • Confidently and independently draw inferences from the text and justify opinions with evidence from the text. • Explain figurative language making links to other words and phrases. • Identify and explain different cohesive and organisational devices in fiction and non-fiction. • Identify how writers shift between past and present tense and the purpose of this. • Explain how vocabulary choices can impact on the mood, atmosphere and style of writing	• Reason about words, explaining meaning in multiple contexts with reference to shades of meaning. • Identify words and phrases with similar meaning reasoning about the effectiveness. • Explain and reason about how writers use a range of literary techniques to create specific effects on the reader with reference to vocabulary and grammar. • Reason about the use of figurative language, the purpose of it and the effect it has on the reader. • Identify and discuss the narrative voice when there is more than one. • Explain the wider features of different genres and explain their purpose.

Year 5 – Reading KPIs		
Term One	**Term Two**	**Term Three**
KPIs On-track for Expected Standard (EXS)	**KPIs On-track for Expected Standard (EXS)**	**KPIs Expected Standard (EXS)**
• Apply knowledge of morphology and etymology to read aloud, working out unfamiliar words and sometimes making sense of new words. • Make comparisons between books, making links between themes, events and characters. • Scan a text to identify a word or phrase from reading and give alternative meaning for it. • Identify language, including figurative language the writer has chosen for impact and discuss and evaluate the impact on the reader. • Provide reasons for views about texts read. • Deduce characters' thoughts, feelings and motives for their actions • Identify and discuss writer technique such as repetition, recap, alliteration, onomatopoeia to create a specific effect such as humour and suspense. • Identify techniques, sentence structure and language techniques that supports precise and concise presentation of information in report writing.	• Read aloud and understand the meaning of new words met, applying growing knowledge of morphonology and etymology across a wide range of texts. • Decode most new words outside spoken vocabulary, making a good attempt at the word's pronunciation. • Make comparisons within and between books, comparing characters, considering viewpoints of authors and of fictional characters. • Scan a text, identifying themes and conventions. • Explain the meaning of words and phrases in different contexts. • Draw inferences from independent reading and explain thinking, returning to text to support opinions when prompted. • Provide explanations for views held about texts read. • Discuss how effectively the features of a specific form have been applied and how effective the use of language and grammatical features are. • Identify features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions. • Explore and discuss narrative viewpoint with reference to the text. • Identify the purpose of the presentational and organisational devices in a text. • Discuss vocabulary specifically chosen for clarity.	• Use knowledge of morphology and etymology to approach new words confidently, finding meaning and pronouncing accurately. • Explain how words and phrases can have different meaning in multiple contexts and the impact of this. • Draw inferences from reading and explain thinking, returning to the text to support opinions. • Use skimming and scanning to identify language and grammar features the writer had used to create specific effects and discuss the impact on the reader. • Identify distinctive language, structural and presentational features and demonstrate understanding of how these help the reader draw meaning from the text. • Justify opinions about texts with confidence. • Deduce characters' feelings, thoughts and motives for actions, and can explain the deduction process. • Identify techniques used to shift formality and evaluate the effectiveness and purpose. • Identify and discuss the effectiveness of words, phrases and sentence structure used for impersonal writing that is concise and clear. • Identify viewpoint in discussion texts and gather techniques for demonstrating the viewpoint.
KPIs On-track for Greater Depth (GDS)	**KPIs On-track for Greater Depth (GDS)**	**KPIs Greater Depth (GDS)**
• Explain similarities and differences between texts linked to themes and conventions. • Explain the meaning of words in different contexts. • Evaluate and reason about how language is used to evoke mood and atmosphere. • Evaluate how the writer has carefully considered the audience. • Explain the purpose of mixed-genre writing, explaining the techniques that show shifts in formality. • Describe and explain of features of a specific form support the purpose and acknowledgement of the audience.	• Explain and reason about how writers use language and literary devices for comic or dramatic effect. • Explain the features that demonstrate author style with reference to vocabulary, sentence structure, themes and conventions. • Explain narrative viewpoint where there is more than one narrator or non- linear structure to the text. • Evaluate the effectiveness of different organisational and presentational devices.	• Confidently and consistently make comparisons within and between books discussing themes and conventions. • Confidently and independently draw inferences from texts and justify opinions with evidence from different parts of the text. • Recognise and explain nuances in vocabulary choices. • Identify techniques to show shifts in time and evaluate the use of vocabulary in grammar to demonstrate the shifts. • Identify and describe techniques for showing shifts in formality. Evaluate the effectiveness of the techniques. • Identify and discuss how a writer has appealed to more than one audience within one text.

Year 6– Reading KPIs		
Term One	**Term Two**	**Term Three**
KPIs On-track for Expected Standard (EXS) • Use knowledge of root words, prefixes and suffixes to identify the meaning of unfamiliar words and pronounce them, self-correcting for understanding. • Read aloud with intonation that shows understanding. • Read and give opinions on the fiction and non-fiction read over the term and develop personal preferences for authors and styles of writing. • Make comparisons between play scripts and narrative texts; identify similarities and differences and discuss in the impact on the reader. • Evaluate the effectiveness of dialogue and its purpose within different texts. • Identify techniques and explain how writers create specific atmospheres. • Identify and explain the purpose of different features of different forms of writing and how they appeal to specific audiences. • Give and explain the meaning of words in context. • Skim and scan a text finding evidence quickly • Retrieve and record information accurately.	**KPIs On-track for Expected Standard (EXS)** • Use knowledge of root words, prefixes and suffixes to understand and pronounce new words with minimal impact on fluency. • Clearly identify the most relevant points, including those selected from different places in the text; summarising ideas from more than one paragraph. • Use a range of strategies for working out unfamiliar words including using the context and use of any root words, prefixes or suffixes to help to determine the definition. • Participate in discussion about texts read expressing views and preferences about authors and genres, justifying them with reference to the text. • Identify language, including figurative language the writer has chosen for impact, discuss and evaluate the impact on the reader. • Identify distinctive language, structural and presentational features in persuasive and discursive texts, demonstrating an understanding of how these help the reader draw meaning form the text. • Provide explanations of inferred meanings drawing on evidence across the text. • Predict what might happen from what is stated and implied. • Efficiently skim and scan a text finding evidence at speed. • Identify strategies writers use to demonstrate shifts in time. • Identify and explain persuasive techniques including stylistic and vocabulary choices.	**KPIs Expected Standard (EXS)** • Use knowledge of a wider range of root words, prefixes and suffixes to read fluently and interpret new words in the contexts of what is read. • Discuss how reading preferences have developed through experiences of reading a wide range of fiction and non-fiction throughout the year. • Identify distinctive language, structural and presentational features in non-fiction texts, demonstrating an understanding of how these help the reader draw meaning form the text. • Justify views about texts, offering coherent evidence to support it. • Efficiently skim read a text for the main idea. • Efficiently scan a text for specific words and phrases. • Explain how meaning is enhanced through choice of words and phrases. • Explain the meaning of words and phrases in context including archaic language and figurative language. • Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader. • Summarise main ideas, identifying key details and using quotations for illustration. • Retrieve, record and re-cast information from nonfiction.
KPIs On-track for Greater Depth (GDS) • Compare the use of features when writing in different formalities and for different purposes and audiences. • Evaluate how effectively the writer has met the purpose of the writing and appealed to the intended audience(s). • Note how the writer has demonstrated assured and conscious control over levels of formality and how this changes when the audience or form is different. • Explain how language choices, sentence structure and grammar will change to change the atmosphere. • Independently use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect • Explain how meaning is enhanced through choice of words and phrases. • Identify the main ideas within paragraphs and produce a succinct summary.	**KPIs On-track for Greater Depth (GDS)** • Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them. • Independently make structured responses by stating the point, finding evidence and explaining ideas. • Distinguish opinions and assertions from facts, questioning what they read and looking for evidence to support questions within a text or in footnotes or references. • Evaluate the impact of combining text types and the purpose of doing so. • Identify and discuss how the writer has used word, structural, audible and visual techniques to create an intentional effect on the reader. • Evaluate the strategies writers use when writing in a nonlinear structure, noting the impact on the reader.	**KPIs Greater Depth (GDS)** • Use implied and multi-layered meaning to predict what might happen. • Reason about the meaning of words and phrases, making links and seeking relationships with other words and phrases to support explanations. • Explain and evaluate how writers and themselves as writers, have effectively demonstrated an assured and conscious control over levels of formality with reference to the manipulation of grammar and vocabulary. • Identify and discuss the tone and register in what is read with reference to the text to justify opinions