

Reading

BAD Assessment Criteria

Milestones 1,2 and 3

September 2022



Essential Objectives in Reading

Reading

To understand texts

To read words accurately



Milestone 1

Reading – Comprehension

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| MILESTONE 1  Essential Objective: To understand texts | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Discuss events. | With support, understands main events or key points in a text that they can read accurately and those they listen to. With support of a teacher, sequences a simple story and discusses the significance of the title and events. | Generally, develops pleasure in reading,  by discussing the sequence of events  in books and how items of information  are related. With prompts, retells the  story from the text and illustrations. | Without support, comments on events  in the story using quotations or  references from the text appropriately. |
| Predict events. | With prompts, predicts what might happen; in both books that they read accurately and those they listen to; on the basis of what has been read so far. | Generally, predicts what might happen, in both books that they read  accurately and those they listen to; on  the basis of what has been read so far. | Independently, makes plausible predictions based on knowledge of the  text. Justifies predictions by referring to  text without support. |
| Link reading to own experience. | With support, begins to link what they read or hear to own experiences. | Generally, makes links to own  experiences, drawing on what they  already know or on background  information and vocabulary provided  by the teacher. | Independently, relates reading to own  experience, other peoples’ experience  and from previous reading. |
| Join in with stories or poems. | With support, recognises and joins in with familiar or predictable phrases in stories or poems. | Generally, joins in with stories or  poems; keeping pace, taking note of  punctuation and using it to keep track  of longer sentences. | Without support, joins in with stories or  poems; keeping pace, taking note of  punctuation and using it to keep track of  longer sentences. Sustains interest in  longer texts. |
| Check that reading makes sense  and self-correct. | With support of a teacher, checks that the text makes sense as they read and corrects inaccurate reading. | Generally, checks that the text makes  sense as they read and corrects  inaccurate reading. Generally checks  that the word(s) that have been  decoded fits with what else has been  read and makes sense in the context of  what is already known. | Independently self—corrects to ensure  that reading makes sense. |
| Infer what characters are like from  actions. | With support, makes simple inferences  about characters, based on what is being  said or done in books that they read  accurately and those they listen to. Uses role play to identify with and explore characters. | Generally, makes simple inferences  about characters, based on what is  being said or done in books that they  read accurately and those they listen  to. For example, understands simple  cause and effect and what may have  prompted a character’s behaviour in a  story. Uses role play and other drama  techniques to identify with and explore  characters. | Independently, recognises how  characters are presented in different  ways and responds to this with  reference to the text. Without support,  makes reasoned judgements on  characters’ actions. |
| Ask and answer questions about texts. | With support of a teacher, locates specific information in response to a simple question. With support, asks simple questions about the text. | Generally, locates specific information in response to a simple question in books that they read accurately and those they listen to. Is able to answer and ask straightforward questions about a text. | Independently, locates information  confidently and efficiently by using  appropriate skills and strategies. Asks  relevant questions about texts and  answers questions, using evidence from  the text. |
| Discuss favourite words and phrases. | With support, begins to respond to and  discuss a text by identifying words/phrases  that they like. | Generally, identifies and discusses  favourite words and phrases in a text,  for example, language choices; such as  rhyme or alliteration, or ‘sparkling’ as a  good word choice. | Independently identifies significant  words and phrases and begins to  consider the effect on the reader, for  example, identifies language used to  create moods and build tension. |
| Listen to and discuss a wide range of  texts. | With support, listens to and discusses a  wide range of poems, stories and nonfiction; including text at a level beyond that at which they can read independently. | Generally, listens to, discusses and  expresses views about a wide range of  poetry, stories and non-fiction;  including text at a level beyond that at  which they can read independently.  Takes turns and listens to what others  say. There is some awareness that  writers write for particular purposes. | Without support, listens and discusses a  wider range of texts. Understands how  style and vocabulary are linked to the  purpose of the text. |
| Recognise and join in with (including  role-play) recurring language. | With support, recognises and joins in with recurring language and predictable phrases in stories and poetry. During role play begins to try out recurring language and/or familiar story language; such as ‘Once upon a time…’,  ‘Not now Bernard’. | Generally, recognises and joins in with  recurring language in stories and poetry. During role play uses recurring  language and/or familiar story  language such as ‘Once upon a time…’,  ‘Not now Bernard’. Begins to use  expression, volume and action in order  to show an understanding of  ‘performance’. | Without support, recognises and joins  in with recurring language in stories and  poetry. During role play uses expression,  volume and action in order to show an  understanding of ‘performance’. |
| Explain and discuss understanding  of texts. | With support, explains a text that has been read to them and begins to discuss  understanding of it. | Generally, explains and discusses  understanding of books, poems and  other material; including those that  they listen to and those that they read  themselves. | Without support, clearly explains a text  and discusses their understanding of it.  Begins to make links between different  texts. |
| Discuss the significance of the title  and events. | With support, discusses the title, blurb,  illustrations and is beginning to understand their purpose. Begins to generate simple questions or predictions based on the title,  blurb or illustrations. | Generally, locates and discusses the  title, blurb and illustrations and  understands their purpose. Begins to  use title, blurb and illustrations to help  make informed choices, for example, to  choose a book that will help during  research. | Without support, locates and discusses  the title, blurb and illustrations and  understands their purpose. Effectively  uses title, blurb and illustrations to help  make informed choices independently. |
| Make inferences on the basis of  what is being said and done. | With support, begins to make simple  inferences on the basis of what is being said and done. | Generally, begins to make inferences  on the basis of what is being said and  done. | Independently, begins to make  inferences on the basis of what is being  said and done and is beginning to use  evidence from the text. |



Milestone 1

Reading – Word Reading

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| MILESTONE 1  Essential Objective: To read words accurately | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Apply phonic knowledge and skills as  the route to decode words. | Begins to apply phonic knowledge and skills from phases 2, 3 and 4 to decode words. | Generally applies phonic knowledge  and skills from phase 2, 3, 4 and 5 to  decode words. | Independently applies phonic  knowledge and skills to decode words. |
| Respond speedily with the correct  sound to graphemes (letters or  groups of letters) for all 40+  phonemes, including, where  applicable, alternative sounds for  graphemes. | Responds speedily with the correct sound to graphemes (letters or groups of letters) for phase 2 and phase 3 phonemes. | Responds speedily with the correct  sound to graphemes (letters or groups  of letters) for all phase 2, 3 and 5  phonemes. Begins to include alternative sounds for graphemes. | Responds speedily with the correct  sound to graphemes (letters or groups  of letters) for all phonemes; including,  alternative sounds for graphemes. |
| Read accurately by blending sounds  in unfamiliar words containing GPCs  that have been taught. | Begins to blend sounds in unfamiliar words (CVC, CVCC, CCVC, CCVCC, CVCe and CCVCe) containing GPCs that have been taught. | Accurately blends sounds in unfamiliar  words containing GPCs that have been  taught. | Independently blends sounds in  unfamiliar words using taught GPCs. |
| Read common exception words,  noting unusual correspondences  between spelling and sound and  where these occur in the word. | Begins to read common words, noting  unusual correspondences between spelling and sound and where these occur in the  word. | Generally reads common words; including the first 100 high frequency words; noting the unusual correspondences between spelling and sound and where these occur in a word. | Independently reads common exception  words, noting the unusual  correspondences between spelling and  sound and where these occur in a word. |
| Read words containing taught GPCs  and –s, –es, –ing, –ed, –er and –  est endings. | Begins to read words with known GPCs and noticing –s, –es, –ing, –ed, –er and –est endings. | Generally reads words with taught  GPCs and –s, –es, –ing, –ed, –er and  –est endings. | Independently reads words with taught  GPCs and –s, –es, –ing, –ed, –er and –  est endings. |
| Read other words of more than one  syllable that contain taught GPCs. | With support reads phonically decodable  words of more than one syllable. | Generally reads phonically decodable  words of more than one syllable with  accuracy and fluency. | Independently reads phonically  decodable two and three syllable words  with accuracy. |
| Read words with contractions (for  example, I’m, I’ll, we’ll) and  understand that the apostrophe  represents the omitted letter(s). | Begins to read common contractions, for  example, I’ll, I’m, we’ll. Begins to understand that the apostrophe represents the omitted letter. | Generally reads most contractions  accurately and understands that the  apostrophe represents the omitted  letter. | Applies knowledge of the different uses  of the apostrophe to maintain  understanding. |
| Reads aloud accurately books that  are consistent with phonic  knowledge and that do not require  other strategies to work out words. | With support of a teacher, reads aloud  books that are consistent with phonic  knowledge with at least 90% accuracy. | Generally reads aloud books that are  consistent with phonic knowledge  with at least 90% accuracy. | Independently reads a wide range of  appropriate books fluently and  accurately. |
| Re-read these books to build up  fluency and confidence in word  reading. | Begins to re-read books with some accuracy and fluency. Begins to read some phrases fluently. | Generally, re-reads books with some  fluency, pace and expression. | Independently re-reads books with  fluency, pace, phrasing and expression. |
| Read accurately by blending the  sounds in words that contain the  graphemes taught so far, especially  recognising alternative sounds for  graphemes. | Reads accurately by blending the sounds in words that contain the graphemes taught so far (up to phase 5). Begins to recognise alternative sounds for graphemes. | Reads accurately by blending the sounds in words that contain the graphemes taught so far (phase 5 and beyond); recognising alternative sounds for graphemes. | Independently reads accurately by  blending the sounds in words; including  recognising alternative sounds for  graphemes. |
| Read accurately words of two or  more syllables that contain the  same graphemes as above. | Reads accurately words of two or more  syllables that contain graphemes taught so far (up to phase 5). | Generally reads accurately words of  two or more syllables that contain  graphemes taught so far (phase 5 and  beyond). | Independently reads words of two or  more syllables with accuracy and  fluency. Independently spells words of  two or more syllables that contain  graphemes taught so far. |
| Read words containing common  suffixes. | Reads words containing common suffixes; including –s, –es, –ing, –ed, –er and –est endings. | Generally reads words containing  common suffixes; including –s, –es, –  ing, –ed, –er ,–est , -ful, -ly, -ment, -  ness, -y and –tion endings. | Uses knowledge of word formation and  a more extensive range of prefixes and  suffixes to construct the meanings of  words in context. |
| Read common exception words,  noting unusual correspondences  between spelling and sound and  where these occur in the word. | Reads common words, noting the unusual correspondence between spelling and sound and where these occur in a word. | Reads all common exception words,  noting the unusual correspondence  between spelling and sound and  where these occur in a word. | Independently reads all common  exception words, noting the unusual  correspondence between spelling and  sound and where these occur in a word. |
| Read most words quickly and  accurately, without overt sounding  and blending, when they have been  frequently encountered. | Begins to read most words quickly and  accurately, without overt sounding and  blending, when they have been frequently encountered. | Generally reads most words quickly  and accurately, without overt  sounding and blending, when they  have been frequently encountered. | Independently reads most words quickly  and accurately, without overt sounding  and blending, when they have been  frequently encountered. |
| Read aloud books closely matched to  their improving phonic  knowledge, sounding out unfamiliar  words accurately, automatically and  without undue hesitation. | With support, reads aloud books that are  closely matched to their improving phonic knowledge, with at least 90% accuracy. With support of a teacher, sounds out unfamiliar words accurately, automatically and without undue hesitation. | Reads aloud books that are closely  matched to their improving phonic  knowledge, with at least 90% accuracy.  Sounds out unfamiliar words  accurately, automatically and without  undue hesitation. | Without support, reads aloud books  that are closely matched to their  improving phonic knowledge, with at  least 90% accuracy. |
| Re-read books to build up fluency  and confidence in word reading. | With support, re-read books with some  fluency, pace, phrasing and expression.  Shows confidence in word reading. | Re-reads books smoothly, with  fluency, pace, phrasing and expression. | Independently re-reads books smoothly,  with fluency, pace, phrasing and  expression. |



Milestone 2

Reading – Comprehension

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| MILESTONE 2  Essential Objective: To understand texts | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Draw inferences from reading. | 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. |
| Recall and summarise main ideas. | With some support, the main points of a text are understood and can be recalled and summarised. | With some prompts, recalls and summarises the main ideas and themes across a range of texts. | Recalls and summarise main ideas  precisely and accurately.  Independently identifies key features,  themes and characters and selects  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 in order to create moods and  build tension. The effect that language  has on the reader is discussed.  Beginning to consider the impact of  descriptive style. | Without support, comments upon the  use of author’s language and the  effect upon the reader. Across a range  of reading, comments upon writers  choice of language without support;  for example, ‘all the questions make  you want to find out what happens  next’ and ‘The adverbial phrase ‘In the  misty midnight air…’ creates suspense.’ |
| 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. Is able to retrieve and record information, using basic organisational features, such as the title and main headings. | Generally, organisational features and  conventions are identified and used to  locate and retrieve information; for  example, title, index, glossary and  contents. Generally records information from non-fiction using titles, headings, sub-headings and indexes. | Independently identifies and uses  organisational features and  conventions effectively of non-fiction  to retrieve and record 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. Begins 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 in order to read aloud and  to perform; showing understanding  through intonation, tone, volume and  action. Uses performance to extend  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, begins 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, recognises 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. |
| 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; for example,  haiku’s, limericks, narrative poetry,  nonsense poetry, etc. | Without support, identifies and  compares different forms of poetry;  for example. haiku’s, limericks,  narrative poetry, nonsense poetry, etc. |
| 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.  Generally, recommends books that  they have read, giving reasons for their  choices. | 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. | Can makes simple inferences using evidence in a range of texts. | Generally, makes straightforward  inferences and justifies 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. |
| Predict events using events in the book | With prompts, predict what might happen on the basis of what has been read so far by making links to own knowledge of situations. | Without support,accurately predict what might happen on the basis of what has been read so far by making links to own knowledge of situations. | Independently, predict what might happen on the basis of what has been read so far, by making links to own knowledge of situations and justify these predications using the text and own knowledge. |



Milestone 2

Reading – Word Reading

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| MILESTONE 2  Essential Objective: To read words accurately | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Apply a growing knowledge of root words, prefixes and suffixes | Begins 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. With support, notes the spellings for further exception words. | Generally, able to read further exception words, and note the spelling. | Read and spell all age-related exception words independently. |



Milestone 3

Reading – Comprehension

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| MILESTONE 3  Essential Objective: To understand texts | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Recommend books to peers, giving reasons for choices. | With some support, expresses a personal viewpoint and response to a text; giving simple reasons for choices.  Sometimes refers to text when explaining views. | With some prompts, expresses a personal viewpoint and response to a text, giving reasons for choices and recognising its effect on a reader. When reminded, refers to text when explaining views. | Without support, expresses a personal  viewpoint and response to a text giving  reasons for choices and recognising its  effect on a reader. Refers to text when  explaining views and relates to a wider  context of literature and experiences. |
| Identify and discuss themes and  conventions in and across a wide  range of writing. | Is beginning to identify main themes across a range of writing and is able to discuss them; for example, loss and heroism. Is beginning to identify the conventions of different types of writing; such as, the use of the first person in writing diaries and autobiographies. | Generally identifies main themes  across a wide range of writing and is  able to discuss them, using reference  to the text(s); for example, loss and  heroism. Identifies and  discusses the conventions of different  types of writing; such as, the use of  the first person in writing diaries and  autobiographies. | Independently, identifies main themes  and conventions across a wide range of  writing and is able to discuss them  confidently, using reference to the  text(s). Without support, identifies and  discusses the conventions of different  types of writing (such as the use of the  first person in writing diaries and  autobiographies) and can compare these to other texts, giving reasons for any differences. |
| Make comparisons within and across books. | With support of a teacher, begins to notice and discuss simple comparisons within and across books, for example, genre, theme and plot. | Generally, makes comparisons within  and across books, for example, themes,  genre, plot, characters setting and  organisational devices etc. | Compares and contrasts the styles of  different writers and poets, giving  examples from the text(s) without  support. |
| Check that the book makes sense,  discussing understanding and  exploring the meaning of words  in context. | When reminded, re-reads and reads ahead to determine meaning. Generally, uses knowledge of known words to read  unknown words. Begins to show that they understand what has been read by checking that the book makes sense to them. | Beginning to use a range of strategies to read appropriate texts fluently and accurately. Generally, applies spelling, grammar and punctuation knowledge to read confidently with appropriate phrasing and intonation. Generally, show that they understand what they read by checking that the book makes sense to them. | Independently applies a full range of  strategies to read a range of texts  fluently and accurately. Independently,  demonstrates that they understand  what they read by checking that the  book makes sense to them. |
| Learn a wide range of poetry by  heart. | Learns some poetry by heart in order to  recite aloud. May need prompting  throughout recital. | With reminders, learns a range of  poetry by heart in order to recite aloud. | Learns a wider range of poetry by heart  in order to recite aloud. |
| Prepare poems and plays to read  aloud and to perform, showing  understanding through intonation,  tone and volume so that the meaning is clear to an audience. | With support of a teacher, begins to prepare and perform poems and plays aloud; showing some understanding of the text through intonation, tone, volume and action. | With prompts, prepares and performs poems and  plays aloud; showing understanding  of the text through intonation, tone,  volume and action. Beginning to show  an awareness of audience when  preparing and performing. | Prepares and performs poems and plays  aloud; showing understanding of the  text through intonation, tone, volume  and action. Shows awareness of  audience; for example, varying  expression to show different characters’  voices. |
| Ask questions to improve  understanding. | With support of a teacher, is asking relevant questions to improve understanding. | Asks questions to improve  understanding. Is able to generate  questions about the text to improve  understanding. | Asks timely and relevant questions to  improve understanding. Without  support, is able to generate questions  about the text in order to improve  understanding. |
| Draw inferences such as inferring  characters’ feelings, thoughts and  motives from their actions, and  justifying inferences with evidence. | Can infer meaning using evidence from the text, but may need prompts to offer more in-depth responses. | In responding to a range of texts,  shows understanding of significant  ideas, themes, events and characters,  beginning to use inference and  deduction. Refers to text when  explaining views. | Distinguishes between implicit and  explicit points of view independently.  Without support, explains how  messages, moods, feelings and attitudes  are conveyed in poetry and prose; using  inference and deduction and makes  reference to text. |
| Predict what might happen from  details stated and implied. | Uses knowledge of structure/content of a  text in order to make or confirm predictions. | In a range of texts uses structure  and/or content to make predictions;  referring to the text to support views. | In a range of texts uses structure and/or  content to make predictions, effectively  supported with relevant references to  the text to explain views. |
| Summarise the main ideas drawn  from more than one paragraph,  identifying key details that support the main ideas. | With support of a teacher, locates relevant information in a text and draws out the key details to summarise the main ideas. | Generally, locates relevant information  in a text and draws out the key details  to summarise the main ideas.  Beginning to use quotes, or references  to support response. | Independently, locates relevant  information in a text and draws out the  key details to summarise the main ideas.  Independently, locates information  effectively and supports responses with  relevant references to the text. |
| Retrieve and record information from non-fiction. | With some prompts, locates  information in non-fiction texts by  beginning to use appropriate skills; for  example, non-fiction features such as  headings and subtitles, skimming, scanning, text marking and by using ICT resources. Begins to record information appropriately. | Quickly retrieves and records  information from non-fiction, using  the structure of the text to support.  Uses skills of skimming, scanning and  text marking to locate relevant  information. Generally, records  information from non-fiction text  appropriately. | Retrieves and collates information  effectively from a range of sources  without support. Responses are  supported by appropriate references to  the text. Without support, records  information from non-fiction text  appropriately. |
| Identify how language, structure and presentation contribute to  meaning. | With some support, identifies features of different fiction genres, for example, science fiction, adventure, myths and legends etc. Can identify structure and language features of a range of non-fiction text types, for example, subtitles and headings in explanations and recounts and emotive language in persuasion. | With prompts, recognises and uses  knowledge of structure and language  features of both fiction and nonfiction  text types in order to support  understanding when reading. | Comments on genre specific language  and explains how it supports the  writer’s theme or purpose. Explains  impact and effectiveness of structural  devices. |
| Discuss and evaluate how authors  use language, including figurative  language, considering the impact on the reader. | With support of a teacher, understands the difference between literal and figurative language. Begins to refer to language and theme when justifying their views. Comments on the effectiveness of the author’s language to create mood and build tension. | With prompts, discusses and evaluates  how authors use language and the  impact on the reader. Generally,  understands the difference between  literal and figurative language. Comments on its effectiveness and its  impact upon the reader. Identifies and  describes style and technical terms of  individual writers or poets; for  example, metaphor, simile, analogy,  imagery, style and effect. | Independently, explains effectiveness  and impact on the reader of the writer’s  language choices. Recognises when a  word or phrase has more than one layer  of meaning. Refers to language and theme when justifying their views and  identifies and describes style and  technical terms of individual writers or  poets, for example, metaphor, simile,  analogy, imagery, style and effect.  Selects sentences, phrases and relevant  information to support their view  without support. |
| Participate in discussion about  books, taking turns and listening and responding to what others say. | With support of a teacher, participates in  discussion about books, taking turns and  responding to what others say. With  prompts, can discuss personal viewpoints in response to a text. With support of a teacher, refers to the text when explaining views. | Refers to text when explaining views  and generally participates in discussion  about books, taking turns and  responding to what others say. Discusses personal viewpoints  confidently in response to a text. | Refers accurately to the text when  explaining views, adeptly using it to  justify viewpoint. Independently,  participates in discussion about books,  taking turns and responding to what  others say. Independently, makes links to other known texts. |
| Distinguish between statements of  fact and opinion. | With some support, begins to  distinguish between statements of fact and opinion. For example, distinguishing  between established facts and personal  viewpoints. | Generally, distinguishes between  statements of fact and opinion. For  example, distinguishing between  established facts and personal  viewpoints. | Independently, distinguishes between  statements of fact and opinion. For  example, distinguishing between  established facts and personal  viewpoints. |
| Provide reasoned justifications for  views. | With support of a teacher, begins to find  reasons to justify a viewpoint. | Generally, is able to provide reasoned  justifications for views and uses  evidence to support | Independently, provide reasoned  justifications for views, using a range of  evidence to support. |



Milestone 3

Reading – Word Reading

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| MILESTONE 3  Essential Objective: To read words accurately | | | |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Apply knowledge of root words, prefixes and suffixes. | Begins to apply a knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. | Generally, applies growing knowledge  of root words, prefixes and suffixes  (morphology and etymology), both to  read aloud and to understand the  meaning of new words that they meet. | Independently, applies in depth  knowledge of root words, prefixes and  suffixes (morphology and etymology),  both to read aloud and to understand  the meaning of new words that they  meet. |