

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 1Essential 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 eventsin books and how items of informationare related. With prompts, retells thestory from the text and illustrations. | Without support, comments on eventsin the story using quotations orreferences 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 readaccurately and those they listen to; onthe basis of what has been read so far. | Independently, makes plausible predictions based on knowledge of thetext. Justifies predictions by referring totext without support. |
| Link reading to own experience.  | With support, begins to link what they read or hear to own experiences. | Generally, makes links to ownexperiences, drawing on what theyalready know or on backgroundinformation and vocabulary providedby the teacher. | Independently, relates reading to ownexperience, other peoples’ experienceand 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 orpoems; keeping pace, taking note ofpunctuation and using it to keep trackof longer sentences. | Without support, joins in with stories orpoems; keeping pace, taking note ofpunctuation and using it to keep track oflonger sentences. Sustains interest inlonger texts. |
| Check that reading makes senseand 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 makessense as they read and correctsinaccurate reading. Generally checksthat the word(s) that have beendecoded fits with what else has beenread and makes sense in the context ofwhat is already known. | Independently self—corrects to ensurethat reading makes sense. |
| Infer what characters are like fromactions. | With support, makes simple inferencesabout characters, based on what is beingsaid or done in books that they readaccurately and those they listen to. Uses role play to identify with and explore characters. | Generally, makes simple inferencesabout characters, based on what isbeing said or done in books that theyread accurately and those they listento. For example, understands simplecause and effect and what may haveprompted a character’s behaviour in astory. Uses role play and other dramatechniques to identify with and explorecharacters. | Independently, recognises howcharacters are presented in differentways and responds to this withreference to the text. Without support,makes reasoned judgements oncharacters’ 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 informationconfidently and efficiently by usingappropriate skills and strategies. Asksrelevant questions about texts andanswers questions, using evidence fromthe text. |
| Discuss favourite words and phrases. | With support, begins to respond to anddiscuss a text by identifying words/phrasesthat they like. | Generally, identifies and discussesfavourite words and phrases in a text,for example, language choices; such asrhyme or alliteration, or ‘sparkling’ as agood word choice. | Independently identifies significantwords and phrases and begins toconsider the effect on the reader, forexample, identifies language used tocreate moods and build tension. |
| Listen to and discuss a wide range oftexts. | With support, listens to and discusses awide range of poems, stories and nonfiction; including text at a level beyond that at which they can read independently. | Generally, listens to, discusses andexpresses views about a wide range ofpoetry, stories and non-fiction;including text at a level beyond that atwhich they can read independently.Takes turns and listens to what otherssay. There is some awareness thatwriters write for particular purposes. | Without support, listens and discusses awider range of texts. Understands howstyle and vocabulary are linked to thepurpose of the text. |
| Recognise and join in with (includingrole-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 withrecurring language in stories and poetry. During role play uses recurringlanguage and/or familiar storylanguage such as ‘Once upon a time…’,‘Not now Bernard’. Begins to useexpression, volume and action in orderto show an understanding of‘performance’. | Without support, recognises and joinsin with recurring language in stories andpoetry. During role play uses expression,volume and action in order to show anunderstanding of ‘performance’. |
| Explain and discuss understandingof texts. | With support, explains a text that has been read to them and begins to discussunderstanding of it. | Generally, explains and discussesunderstanding of books, poems andother material; including those thatthey listen to and those that they readthemselves. | Without support, clearly explains a textand discusses their understanding of it.Begins to make links between differenttexts. |
| Discuss the significance of the titleand 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 thetitle, blurb and illustrations andunderstands their purpose. Begins touse title, blurb and illustrations to helpmake informed choices, for example, tochoose a book that will help duringresearch. | Without support, locates and discussesthe title, blurb and illustrations andunderstands their purpose. Effectivelyuses title, blurb and illustrations to helpmake informed choices independently. |
| Make inferences on the basis ofwhat is being said and done. | With support, begins to make simpleinferences on the basis of what is being said and done. | Generally, begins to make inferenceson the basis of what is being said anddone. | Independently, begins to makeinferences on the basis of what is beingsaid and done and is beginning to useevidence from the text. |



Milestone 1

Reading – Word Reading

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| MILESTONE 1Essential Objective: To read words accurately |
| KEY INDICATORS | BASIC | ADVANCING | DEEP |
| Apply phonic knowledge and skills asthe route to decode words. | Begins to apply phonic knowledge and skills from phases 2, 3 and 4 to decode words. | Generally applies phonic knowledgeand skills from phase 2, 3, 4 and 5 todecode words. | Independently applies phonicknowledge and skills to decode words. |
| Respond speedily with the correctsound to graphemes (letters orgroups of letters) for all 40+phonemes, including, whereapplicable, alternative sounds forgraphemes. | Responds speedily with the correct sound to graphemes (letters or groups of letters) for phase 2 and phase 3 phonemes. | Responds speedily with the correctsound to graphemes (letters or groupsof letters) for all phase 2, 3 and 5phonemes. Begins to include alternative sounds for graphemes. | Responds speedily with the correctsound to graphemes (letters or groupsof letters) for all phonemes; including,alternative sounds for graphemes. |
| Read accurately by blending soundsin unfamiliar words containing GPCsthat 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 unfamiliarwords containing GPCs that have beentaught. | Independently blends sounds inunfamiliar words using taught GPCs. |
| Read common exception words,noting unusual correspondencesbetween spelling and sound andwhere these occur in the word. | Begins to read common words, notingunusual correspondences between spelling and sound and where these occur in theword. | 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 exceptionwords, noting the unusualcorrespondences between spelling andsound and where these occur in a word. |
| Read words containing taught GPCsand –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 taughtGPCs and –s, –es, –ing, –ed, –er and–est endings. | Independently reads words with taughtGPCs and –s, –es, –ing, –ed, –er and –est endings. |
| Read other words of more than onesyllable that contain taught GPCs. | With support reads phonically decodablewords of more than one syllable. | Generally reads phonically decodablewords of more than one syllable withaccuracy and fluency. | Independently reads phonicallydecodable two and three syllable wordswith accuracy. |
| Read words with contractions (forexample, I’m, I’ll, we’ll) andunderstand that the apostropherepresents the omitted letter(s). | Begins to read common contractions, forexample, I’ll, I’m, we’ll. Begins to understand that the apostrophe represents the omitted letter. | Generally reads most contractionsaccurately and understands that theapostrophe represents the omittedletter. | Applies knowledge of the different usesof the apostrophe to maintainunderstanding. |
| Reads aloud accurately books thatare consistent with phonicknowledge and that do not requireother strategies to work out words. | With support of a teacher, reads aloudbooks that are consistent with phonicknowledge with at least 90% accuracy. | Generally reads aloud books that areconsistent with phonic knowledgewith at least 90% accuracy. | Independently reads a wide range ofappropriate books fluently andaccurately. |
| Re-read these books to build upfluency and confidence in wordreading. | Begins to re-read books with some accuracy and fluency. Begins to read some phrases fluently. | Generally, re-reads books with somefluency, pace and expression. | Independently re-reads books withfluency, pace, phrasing and expression. |
| Read accurately by blending thesounds in words that contain thegraphemes taught so far, especiallyrecognising alternative sounds forgraphemes. | 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 byblending the sounds in words; includingrecognising alternative sounds forgraphemes. |
| Read accurately words of two ormore syllables that contain thesame graphemes as above. | Reads accurately words of two or moresyllables that contain graphemes taught so far (up to phase 5). | Generally reads accurately words oftwo or more syllables that containgraphemes taught so far (phase 5 andbeyond). | Independently reads words of two ormore syllables with accuracy andfluency. Independently spells words oftwo or more syllables that containgraphemes taught so far. |
| Read words containing commonsuffixes. | Reads words containing common suffixes; including –s, –es, –ing, –ed, –er and –est endings. | Generally reads words containingcommon suffixes; including –s, –es, –ing, –ed, –er ,–est , -ful, -ly, -ment, -ness, -y and –tion endings. | Uses knowledge of word formation anda more extensive range of prefixes andsuffixes to construct the meanings ofwords in context. |
| Read common exception words,noting unusual correspondencesbetween spelling and sound andwhere 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 correspondencebetween spelling and sound andwhere these occur in a word. | Independently reads all commonexception words, noting the unusualcorrespondence between spelling andsound and where these occur in a word. |
| Read most words quickly andaccurately, without overt soundingand blending, when they have beenfrequently encountered. | Begins to read most words quickly andaccurately, without overt sounding andblending, when they have been frequently encountered. | Generally reads most words quicklyand accurately, without overtsounding and blending, when theyhave been frequently encountered. | Independently reads most words quicklyand accurately, without overt soundingand blending, when they have beenfrequently encountered. |
| Read aloud books closely matched totheir improving phonicknowledge, sounding out unfamiliarwords accurately, automatically andwithout undue hesitation. | With support, reads aloud books that areclosely 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 closelymatched to their improving phonicknowledge, with at least 90% accuracy.Sounds out unfamiliar wordsaccurately, automatically and withoutundue hesitation. | Without support, reads aloud booksthat are closely matched to theirimproving phonic knowledge, with atleast 90% accuracy. |
| Re-read books to build up fluencyand confidence in word reading. | With support, re-read books with somefluency, pace, phrasing and expression.Shows confidence in word reading. | Re-reads books smoothly, withfluency, pace, phrasing and expression. | Independently re-reads books smoothly,with fluency, pace, phrasing andexpression. |



Milestone 2

Reading – Comprehension

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| MILESTONE 2Essential 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 bemade, such as: inferring characters'feelings, thoughts and motives fromtheir actions. Generally, justifiesinferences with evidence. | Independently demonstrates anunderstanding of a range of texts,selecting essential points and usinginference and deduction whereappropriate. |
| 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 ideasprecisely and accurately.Independently identifies key features,themes and characters and selectssentences, phrases and relevantinformation to support views. |
| Discuss words and phrases thatcapture 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 oflanguage in order to create moods andbuild tension. The effect that languagehas on the reader is discussed.Beginning to consider the impact ofdescriptive style. | Without support, comments upon theuse of author’s language and theeffect upon the reader. Across a rangeof reading, comments upon writerschoice of language without support;for example, ‘all the questions makeyou want to find out what happensnext’ and ‘The adverbial phrase ‘In themisty midnight air…’ creates suspense.’ |
| Retrieve and record informationfrom non-fiction, using titles,headings, sub-headings and indexes. | With support of a teacher, shows someawareness of organisational features. Is able to retrieve and record information, using basic organisational features, such as the title and main headings. | Generally, organisational features andconventions are identified and used tolocate and retrieve information; forexample, title, index, glossary andcontents. Generally records information from non-fiction using titles, headings, sub-headings and indexes. | Independently identifies and usesorganisational features andconventions effectively of non-fictionto retrieve and record information. |
| Prepare poems and plays to readaloud with expression, volume, toneand intonation. | With support of a teacher, listens to,discusses and expresses views about poetry and plays. Begins to read aloud with expression, volume, tone andintonation. Begins to use performance toextend their interest in the meaning andorigin of words. | With guidance, prepares poems andplay scripts in order to read aloud andto perform; showing understandingthrough intonation, tone, volume andaction. Uses performance to extendinterest in the meaning and origin ofwords. | Independently, prepares poems andplay scripts to read aloud and to perform; showing understandingthrough intonation, tone, volume andaction; so that the meaning is clear tothe audience. Learns a wider range ofpoetry by heart. |
| Identify recurring themes andelements 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 whatthey read; such as the triumph of goodover evil or the use of magical devicesin fairy stories and folk tales. | Independently, recognises andidentifies recurring themes in a varietyof different texts. Selects relevantinformation to support their views. |
| Recognise some different forms ofpoetry. | With support of a teacher, begins torecognise that there are different forms of poetry; for example, nursery rhymes, haiku’s, limericks, narrative poetry, nonsense poetry, etc. | Generally, identifies different types ofpoetry and their forms; for example,haiku’s, limericks, narrative poetry,nonsense poetry, etc. | Without support, identifies andcompares different forms of poetry;for example. haiku’s, limericks,narrative poetry, nonsense poetry, etc. |
| Explain and discuss understanding ofreading, maintaining focus on thetopic. | With support, participates in discussionabout 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 indiscussions about books and is able toexplain and discuss ideas, whilstmaintaining a focus on the topic.Generally, recommends books thatthey have read, giving reasons for theirchoices. | Independently, recommends booksthat they have read, giving reasons fortheir choices. Without support,participates in discussions about books, building on ideas and challenging views courteously.Independently, explains and discussesunderstanding of what they have read;including formal presentations anddebates. Without support, providesreasoned justifications for views. |
| Draw inferences such as inferringcharacters’ feelings, thoughts andmotives from their actions, andjustifying inferences with evidence. | Can makes simple inferences using evidence in a range of texts. | Generally, makes straightforwardinferences and justifies views withevidence; for example, inferringcharacters' feelings, thoughts andmotives. | Without support, understands a rangeof texts; selecting essential points andusing inference and deduction whereappropriate. |
| 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 2Essential 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 rootwords, prefixes and suffixes to construct the meaning of words in context. | Generally, able to apply knowledge ofmost simple root words, prefixes andsuffixes 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 3Essential 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 personalviewpoint and response to a text givingreasons for choices and recognising itseffect on a reader. Refers to text whenexplaining views and relates to a widercontext of literature and experiences. |
| Identify and discuss themes andconventions in and across a widerange 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 themesacross a wide range of writing and isable to discuss them, using referenceto the text(s); for example, loss andheroism. Identifies anddiscusses the conventions of differenttypes of writing; such as, the use ofthe first person in writing diaries andautobiographies. | Independently, identifies main themesand conventions across a wide range ofwriting and is able to discuss themconfidently, using reference to thetext(s). Without support, identifies anddiscusses the conventions of differenttypes of writing (such as the use of thefirst person in writing diaries andautobiographies) 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 withinand across books, for example, themes,genre, plot, characters setting andorganisational devices etc. | Compares and contrasts the styles ofdifferent writers and poets, givingexamples from the text(s) withoutsupport. |
| Check that the book makes sense,discussing understanding andexploring the meaning of wordsin context. | When reminded, re-reads and reads ahead to determine meaning. Generally, uses knowledge of known words to readunknown 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 ofstrategies to read a range of textsfluently and accurately. Independently,demonstrates that they understandwhat they read by checking that thebook makes sense to them. |
| Learn a wide range of poetry byheart. | Learns some poetry by heart in order torecite aloud. May need promptingthroughout recital. | With reminders, learns a range ofpoetry by heart in order to recite aloud. | Learns a wider range of poetry by heartin order to recite aloud. |
| Prepare poems and plays to readaloud and to perform, showingunderstanding 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 andplays aloud; showing understandingof the text through intonation, tone,volume and action. Beginning to showan awareness of audience whenpreparing and performing. | Prepares and performs poems and playsaloud; showing understanding of thetext through intonation, tone, volumeand action. Shows awareness ofaudience; for example, varyingexpression to show different characters’voices. |
| Ask questions to improveunderstanding. | With support of a teacher, is asking relevant questions to improve understanding. | Asks questions to improveunderstanding. Is able to generatequestions about the text to improveunderstanding. | Asks timely and relevant questions toimprove understanding. Withoutsupport, is able to generate questionsabout the text in order to improveunderstanding. |
| Draw inferences such as inferringcharacters’ feelings, thoughts andmotives from their actions, andjustifying 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 significantideas, themes, events and characters,beginning to use inference anddeduction. Refers to text whenexplaining views. | Distinguishes between implicit andexplicit points of view independently.Without support, explains howmessages, moods, feelings and attitudesare conveyed in poetry and prose; usinginference and deduction and makesreference to text. |
| Predict what might happen fromdetails stated and implied. | Uses knowledge of structure/content of atext in order to make or confirm predictions. | In a range of texts uses structureand/or content to make predictions;referring to the text to support views. | In a range of texts uses structure and/orcontent to make predictions, effectivelysupported with relevant references tothe text to explain views. |
| Summarise the main ideas drawnfrom 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 informationin a text and draws out the key detailsto summarise the main ideas.Beginning to use quotes, or referencesto support response. | Independently, locates relevantinformation in a text and draws out thekey details to summarise the main ideas.Independently, locates informationeffectively and supports responses withrelevant references to the text. |
| Retrieve and record information from non-fiction. | With some prompts, locatesinformation in non-fiction texts bybeginning to use appropriate skills; forexample, non-fiction features such asheadings and subtitles, skimming, scanning, text marking and by using ICT resources. Begins to record information appropriately. | Quickly retrieves and recordsinformation from non-fiction, usingthe structure of the text to support.Uses skills of skimming, scanning andtext marking to locate relevantinformation. Generally, recordsinformation from non-fiction textappropriately. | Retrieves and collates informationeffectively from a range of sourceswithout support. Responses aresupported by appropriate references tothe text. Without support, recordsinformation from non-fiction textappropriately. |
| Identify how language, structure and presentation contribute tomeaning. | 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 usesknowledge of structure and languagefeatures of both fiction and nonfictiontext types in order to supportunderstanding when reading. | Comments on genre specific languageand explains how it supports thewriter’s theme or purpose. Explainsimpact and effectiveness of structuraldevices. |
| Discuss and evaluate how authorsuse language, including figurativelanguage, 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 evaluateshow authors use language and theimpact on the reader. Generally,understands the difference betweenliteral and figurative language. Comments on its effectiveness and itsimpact upon the reader. Identifies anddescribes style and technical terms ofindividual writers or poets; forexample, metaphor, simile, analogy,imagery, style and effect. | Independently, explains effectivenessand impact on the reader of the writer’slanguage choices. Recognises when aword or phrase has more than one layerof meaning. Refers to language and theme when justifying their views andidentifies and describes style andtechnical terms of individual writers orpoets, for example, metaphor, simile,analogy, imagery, style and effect.Selects sentences, phrases and relevantinformation to support their viewwithout support. |
| Participate in discussion aboutbooks, taking turns and listening and responding to what others say. | With support of a teacher, participates indiscussion about books, taking turns andresponding to what others say. Withprompts, 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 viewsand generally participates in discussionabout books, taking turns andresponding to what others say. Discusses personal viewpointsconfidently in response to a text. | Refers accurately to the text whenexplaining views, adeptly using it tojustify viewpoint. Independently,participates in discussion about books,taking turns and responding to whatothers say. Independently, makes links to other known texts. |
| Distinguish between statements offact and opinion. | With some support, begins todistinguish between statements of fact and opinion. For example, distinguishingbetween established facts and personalviewpoints. | Generally, distinguishes betweenstatements of fact and opinion. Forexample, distinguishing betweenestablished facts and personalviewpoints. | Independently, distinguishes betweenstatements of fact and opinion. Forexample, distinguishing betweenestablished facts and personalviewpoints. |
| Provide reasoned justifications forviews. | With support of a teacher, begins to findreasons to justify a viewpoint. | Generally, is able to provide reasonedjustifications for views and usesevidence to support | Independently, provide reasonedjustifications for views, using a range ofevidence to support. |



Milestone 3

Reading – Word Reading

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| MILESTONE 3Essential 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 knowledgeof root words, prefixes and suffixes(morphology and etymology), both toread aloud and to understand themeaning of new words that they meet. | Independently, applies in depthknowledge of root words, prefixes andsuffixes (morphology and etymology),both to read aloud and to understandthe meaning of new words that theymeet. |