

English Reading Target Related Expectations (TReE)

READING	SKILL SET	PATHWAY 1 (Target Grade 1-3)		PATHWAY 2 (Target Grade 4-6)		PATHWAY 3 (Target Grade 7-8)	
		Emerging	Secure	Emerging	Secure	Emerging	Secure
	Locating, retrieving and inference (AO1)	<ul style="list-style-type: none"> Recalling some specific and straight forward information. Making simple inferences and deductions, sometimes supported by textual detail. Reading most words on sight. Using appropriate strategies to decode unfamiliar words. 	<ul style="list-style-type: none"> Reading for meaning. Working out the basic meaning. Skimming and scanning. Questioning and guessing. Visualising. Working out an author's purpose. 	<ul style="list-style-type: none"> Highlighting key words/phrases. Finding and using supportive quotations/ evidence. Understanding how to infer meaning from a text. Using the text to make predictions. Working out what the writer thinks. 	<ul style="list-style-type: none"> Highlighting and annotating key passages of texts. Securing understanding of a text. Extracting the main points of a text. Using inference and deduction to understand a writer's implied meaning. Understanding the writer's point of view in a text. Identifying the writer's intended effect on the reader. 	<ul style="list-style-type: none"> Scanning for evidence to support points made. 	<ul style="list-style-type: none"> Scanning for evidence to support a specific point. Selecting and reflecting on the suitability of textual references. Examining and commenting upon implicit messages of whole texts.
	Commenting on Language (AO2L)	<ul style="list-style-type: none"> Using contextual clues to help understand the meaning of simple words/ language choices. 	<ul style="list-style-type: none"> Identifying/ highlighting interesting words used. 	<ul style="list-style-type: none"> Beginning to comment on language choices. 	<ul style="list-style-type: none"> Commenting on use of language and its intended effect. 	<ul style="list-style-type: none"> Identifying the ways in which a writer can convey a viewpoint. Identifying layers of meaning. Comment effectively on the impact of the writer's language choices. 	<ul style="list-style-type: none"> Recognising how certain texts and language have developed over time.
	Commenting on Structure (AO2S)	<ul style="list-style-type: none"> Locating main points and information in texts. 	<ul style="list-style-type: none"> Recognising different types of texts and their features. 	<ul style="list-style-type: none"> Understanding how text layout and structure can help the reader to identify the purpose of the text. Recognising structural devices used in texts. Understanding how punctuation and paragraphing can help guide the reader. 	<ul style="list-style-type: none"> Commenting on a writer's structural choices. Recognising devices and comment on their effects. Understanding how texts are constructed to suit intended audiences. 	<ul style="list-style-type: none"> Interpreting the way in which a text's layout and organisation are designed to impact on the reader. Connecting the way structural choices contribute to the overall theme, message or purpose of the text. Identifying how sentence structures influence the reader's response. 	<ul style="list-style-type: none"> Finding and interpreting patterns and connections. Examining the importance of signposting and prioritisation. Distinguishing different viewpoints in and around a text. Analysing the way a reader's sympathy/ antipathy is engaged.
	Comparing Ideas and Texts (AO3)	<ul style="list-style-type: none"> From two simple texts identifying a similarity or difference between character, events or presentation. 	<ul style="list-style-type: none"> Recognising simple similarities and differences as you read. 	<ul style="list-style-type: none"> Recognising the main points of comparison between two texts. Beginning to recognise and use the language of comparison. 	<ul style="list-style-type: none"> Making detailed comparisons between texts. 	<ul style="list-style-type: none"> Identifying the differences between texts including some written in different periods. 	<ul style="list-style-type: none"> Discovering and commenting on links between text(s) and heritage/ cultural/ background.

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		Emerging	Secure	Emerging	Secure	Emerging	Secure
	Evaluation (AO4)	<ul style="list-style-type: none"> Making simple comments/ observations about personal preferences sometimes supported with reasons. 	<ul style="list-style-type: none"> Expressing personal opinions on a text. 	<ul style="list-style-type: none"> Supporting personal opinions referring to selected details from across the text(s). 	<ul style="list-style-type: none"> Understanding how to present personal opinions about authorial viewpoint, structure and/or language using quotations from across the text(s). 	<ul style="list-style-type: none"> Demonstrating how to present an evaluation of authorial viewpoint, structure and/or language using relevant, well-chosen textual evidence. 	<ul style="list-style-type: none"> Evaluating the overall effectiveness of a text through its viewpoint(s), structure, and/or language. Developing speculation, analysis, and evaluation of alternative perspectives.
Quality of Written Communication (AO5 & 6)	<ul style="list-style-type: none"> Sometimes supporting ideas/ viewpoints/ opinions with reasons. 	<ul style="list-style-type: none"> Presenting ideas using some supportive evidence and explanation. 	<ul style="list-style-type: none"> Presenting ideas using supportive textual references with some comment on their purpose. 	<ul style="list-style-type: none"> Understanding how to convey ideas and opinions using textual references and supportive comments. 	<ul style="list-style-type: none"> Understanding of how to present ideas and opinions by: Summarising information from a range of sources, Synthesising information from a range of material, Using close reference to details, Recording information /annotation notes appropriately, Comment on a writer’s point of view. 	<ul style="list-style-type: none"> Presenting ideas using an appropriate structure and supported by evidence selected to provide a coherent and detailed response. 	