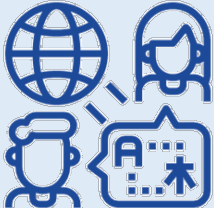



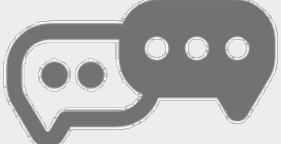


	Year 6	Year 7	Year 8	Year 9	Year 10	Year 11	Year 12
Reading Fluency 	<ul style="list-style-type: none"> • Quiet reading voice • Reads 2-3 word phrases • Extended unnatural pauses and hesitations • Slow pace 	<ul style="list-style-type: none"> • Reads familiar texts clearly; less confident with unfamiliar genres • Expressionless reading of complex sentences • Unnatural pausing in phrasing • Pauses and hesitations 	<ul style="list-style-type: none"> • Reads mostly clearly • Occasional expressionless reading of complex passages • Choppy phrasing (e.g. run ons) • Limited hesitations 	<ul style="list-style-type: none"> • Reads at a clear volume • Expression and intonation beginning to vary • Some choppy phrasing • Uneven pace 	<ul style="list-style-type: none"> • Reads clearly • Expression and intonation varied when reading familiar genres • Uses phrases and clauses to pause • Smooth pace 	<ul style="list-style-type: none"> • Reads clearly and loudly • Varies expression and intonation effectively • Uses clauses to pause at suitable points • Conversational pace 	(No official guidance)
Reading for Pleasure 	<ul style="list-style-type: none"> • Can read silently • Reads familiar genres with enthusiasm • Hesitant to read unfamiliar text types • Able to express personal opinions on a text 	<ul style="list-style-type: none"> • Engages with texts of an appropriate reading challenge • Selects unfamiliar genres • Can engage with some reciprocal questions 	<ul style="list-style-type: none"> • Can read for extended periods • Reads regularly • Reads a range of genres/text types with enthusiasm • Responds to a range of reciprocal questions 	<ul style="list-style-type: none"> • Reads whole books regularly • Reads regularly in different settings (school and home) • Selects challenging, unfamiliar texts • Expands on responses to reciprocal questions 	<ul style="list-style-type: none"> • Engages with lengthy books/series • Appreciates and immerses themselves with different genres/text types. • Confidently responds to reciprocal questions in detail 	<ul style="list-style-type: none"> • Reads challenging materials routinely • Confidently adapts reading skills to different genres/text types. • Confidently responds to reciprocal questions in depth 	(No official guidance)
Vocabulary 	<ul style="list-style-type: none"> • Developing a Tier 2 vocabulary to express thoughts, ideas and emotions. 	<ul style="list-style-type: none"> • Increasingly using Tier 2 vocabulary appropriately to clearly express ideas. • Attempts to use Tier 3 vocabulary 	<ul style="list-style-type: none"> • Building a repertoire of Tier 2 vocabulary to express ideas in an effective manner. • Confidence developing in using Tier 3 vocabulary appropriately. 	<ul style="list-style-type: none"> • Knowledge of a significant bank of Tier 2 vocabulary, and able to select appropriate synonyms for purpose. • Aware of links between words (e.g. root words, prefixes, etymology) 	<ul style="list-style-type: none"> • Extensive range of Tier 2 vocabulary to express ideas fluently and confidently. • Employs Tier 3 vocabulary with developing precision. 	<ul style="list-style-type: none"> • Understands nuances in meaning of Tier 2 vocabulary, and manipulates these for effect. • Applies Tier 3 vocabulary to speech and writing routinely with precision. 	(No official guidance)
Disciplinary Writing 	<ul style="list-style-type: none"> • Can structure ideas using familiar writing conventions (e.g. narrative) 	<ul style="list-style-type: none"> • Able to adapt writing style with the aid of scaffolds and guided models. 	<ul style="list-style-type: none"> • Identifies features, aims and conventions of different disciplinary styles. • Able to extend writing with support 	<ul style="list-style-type: none"> • Confidently recognises features, aims and conventions of disciplinary styles. • Adapting writing style to suit needs. 	<ul style="list-style-type: none"> • Effective use of features and conventions of disciplinary styles, with limited scaffolded support/prompt. 	<ul style="list-style-type: none"> • Judicious choices in content and structure, manipulating the disciplinary style to meet writing purpose. 	(No official guidance)
Oracy 	<ul style="list-style-type: none"> • Listens and responds appropriately • Asks relevant questions. 	<ul style="list-style-type: none"> • Uses Standard English in the correct context when prompted. • Experiments with more complex structures, with scaffolds. 	<ul style="list-style-type: none"> • Able to extend ideas with prompts and scaffolds. • Uses Standard English in the correct context. 	<ul style="list-style-type: none"> • Uses Standard English confidently. • Expresses ideas in fluent, well-formed sentences. 	<ul style="list-style-type: none"> • Adapts talking style to meet demands of talk. • Takes on different roles in discussions, debates and presentations. 	<ul style="list-style-type: none"> • Takes on different roles with confidence. • Uses intonation, tone, volume (including pausing) for impact. 	(No official guidance)