

English Reading Target Related Expectations (TReE)

	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
Reading	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 a specific point. Selecting and reflecting on the suitability of textual references. Examining and commenting upon implicit messages of whole texts. 	<ul style="list-style-type: none"> Scanning for evidence to support points made.
	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.

			PATHWAY 1 (Target Grade 1-3)	PATHWAY 2 (Target Grade 4-6)		PATHWAY 3 (Target Grade 7-8)	
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 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 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 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. 	
Reading (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. 	
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 Communicati (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: <ul style="list-style-type: none"> Summarising information from a range of sources, Synthesising information from a range of material, <ul style="list-style-type: none"> 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. 	