WORD RECOGNITION
AF1 – use a range of strategies, including accurate decoding of text, to read for meaning
In most reading, the child is able to:

apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words (NC Appendix 1 pp. 59-65).

read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. E.g. although, weight, eight.

use a range of strategies effectively to read with fluency, understanding and expression.

RETRIEVAL
AF2 – understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text
In most reading, the child is able to:

read, listen to and discuss a wide range of high quality texts, taking turns and listening to what others say.

increase their familiarity with a wide range of books and can retell some of these orally.

check that the text makes sense, discussing their understanding.

ask questions to improve their understanding of a text.

retrieve and record information form non-fiction, using the contents page and indexes to locate information.

identify the most obvious points of the texts (but there may be some misunderstanding).

comment on some texts and include quotations from or references to the text, these may not always be relevant.

express a personal response to a text e.g. she was just horrible like my sister sometimes.

INFERENCE
AF3 – deduce, infer or interpret information, events or ideas from texts
In most reading, the child is able to:

infer characters' feelings, thoughts and motives from their actions, and begin to justify with evidence e.g. 'he wasn't happy there – that's why he ran away'.

predict what might happen from details stated ad implied e.g. 'I think he will run away because even though It doesn't say that he doesn't like her brother, there are clues'.

identify main ideas from more than one paragraph e.g. use evidence from across a text to explain events and / or ideas.

TEXT STRUCTURE
AF4 – identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level
In most reading, he/she can:

understand that texts are structured in different ways for a range of purposes and be able to give examples e.g. 'it explains the different things you can do at the zoo'.

recognise some different forms of poetry e.g. free verse, haiku.

identify key features and why they have been used e.g. 'the writer uses bullet points for the main reasons'.

LANGUAGE
AF5 – explain and comment on writers' use of language, including grammatical and literary features at word and sentence level
In most reading, he/she can:

use dictionaries to check the meaning of words that they have read and explain the meaning of words in context.

identify and discuss words used by the author to capture interest and imagination e.g. '"devastated" is a good word to use to show he is upset'.

THEMES AND CONVENTIONS
AF6 – identify and comment on writers' purpose and viewpoints and the overall effect of the text on the reader.
AF 7- relate texts to their social, cultural and historical traditions.
In most reading, he/she can:

identify themes e.g. triumph of good over evil or the use of magical devices in fairy stories and folk tales.

identify conventions e.g. greeting in letters, a diary written in the first person, presentational devices such as numbering and headings.

comment on and identifying the main purpose of a range of texts e.g. 'I can use this book to find out about...'

identify author viewpoint e.g. 'the writer wants us to be afraid of him by saying he has a scar across his face'.

make simple connections between texts e.g. similarities in plot, topic, or books from the same author, about same characters.

recognise some features of the context of texts e.g. historical setting, social or cultural back ground.