

	Current Level	Purpose of feedback	Current Level	Purpose of feedback	Current Level	Purpose of feedback	Current Level
Levels and descriptors	Well below the national standard <i>Work shows lack of understanding of the key concepts covered in the lesson/session</i>	<i>Seeking clarification At this phase most feedback will be purely functional because they need to acquire the basic knowledge base-verbal feedback and reteaching will be more effective</i>	Below the national standard <i>Work shows basic understanding but pupils are not linking their ideas together. They can carry out operations/ tasks but do not show an understanding of why or how things work</i>	<i>Building ideas At this level feedback will be mostly functional to address basic errors in understanding however you also need to begin to help them make links between the ideas</i>	Towards the national standard <i>They show good understanding of the key learning, they can explain how they have done something and some reasons but they are not using any prior knowledge and only giving limited examples</i>	<i>Adding, combining and evidencing Their functional knowledge should be increasingly secure and they should now be thinking about using and applying their ideas</i>	At the national standard <i>They can use the key learning with confidence, explain how and why they have done something give examples beyond their current work and are beginning to be able to justify their ideas</i>
Word Reading This means the basic use of the letter sounds and sight reading of common words.	I struggle to read simple CVC (words like cat, dog) words I cannot yet use my phonics knowledge consistently to read simple words	<i>Can you: See a pattern pattern See if it is similar to other words Say first /middle/ last sound Break it down into Read the whole sentence – what do you think it might say Use the picture to help you work it out Etc Practice reading these words.</i>	<i>I can: Read words that follow a conventional pattern based on my phonics knowledge Read some common frequently used words</i>	<i>Can you: Explain what you could use to help you work it out Explain how you could find out Explain why you think that</i>	<i>I can: Read age appropriate texts Decode new words that follow phonic rules Read a range of frequently used irregular words</i>	<i>Can you: See if it is similar to another word/ words you know See a pattern Identify words that look the same but sound different/ look different but sound the same Think of any other words like this Find another word that means the same (simile)</i>	<i>I can: Read confidently a range of age appropriate texts Apply my phonic knowledge to decode new words Use the context of the text, root words, prefixes and suffixes to understand their meaning</i>

Understand vocabulary This means understanding the words they are reading and in particular the meaning of words that are new to them. It also means learning to use the meaning of a sentence to work out what a word is	I can: Talk about what I have read Ask for help when I don't know the meaning of a word	<i>Can you:</i> <i>Use the pictures to help you</i> <i>Find this word in the text</i> <i>Underline words that you don't understand</i>	I can: Sometimes use the context of a word within the text to work out its meaning Talk about what I have read to increase my understanding of the text Use a dictionary with support to check the meaning of new words	Can you: Say what you think it means and why <i>Describe how to look something up in a dictionary – what do you need to look at first</i> <i>... and then</i>	I can: Use the context of a word within the text to work out its meaning Discuss interesting words and phrases to increase my understanding of the text Use a dictionary to check the meaning of new words. Sometimes use my existing knowledge of different words (root, prefix, suffix) to help with understanding the meaning of new words	Can you: Explain how you worked out what this word means from the sentence <i>Identify an unusual word or phrase in the text</i> <i>Explain how you worked out the meaning of the word form the root / suffix/ prefix</i> <i>Think of a better word</i>	I can: Explain the meaning words in context Identify and discuss words and phrases that interest me Use a dictionary or thesaurus to check the meaning of new words. Use my existing knowledge of a range of different words (root, prefix, suffix) to help with understanding the meaning of new words
Retrieve and summarise This means to remember key facts and details of a story or some information and be able to talk about it in their own words	I can: Use the pictures and text in a non-fiction book to find out something new Recall what happened in the story	<i>Can you:</i> <i>Find which page has information on...</i> <i>Indicate which sentence tells you about this</i> <i>Tell me what XX says/does when XX happens</i> <i>Explain what is happening in the picture</i>	I can: Retrieve and record some key facts from a non-fiction book using the pictures and text to help me. Identify the main idea in a book I can answer simple questions that relate directly to the text	Can you: Draw a picture to show how..... <i>List some new facts that you have learnt about...</i> <i>Draw a series of pictures (storyboard) to show what happened in the story</i> <i>Explain what happened when</i>	I can: Retrieve and record information from non-fiction books. Identify some of the main ideas in a book from reading a number of paragraphs and list these	Can you: Summarise the key facts have you learnt about.... Formulate some questions that will help you find the information you need Describe the key points in the story and explain why they are important Describe what type of story is this and explain how you know	I can: Ask questions to enable me to retrieve and record relevant information from no fiction books. Identify what the main ideas in a book are, from reading a number of paragraphs and summarise these

Infer This means to be able to understand what people are thinking and the reasons why they act in a particular way even though the author may not always explain it fully	I can: Recall the names of some of the characters Identify something that happened	Can you: <i>Identify the main character</i> <i>Explain why you think that happened</i>	I can: Identify the main character and talk about how they behave I can explain why something happened in the story	Can you: <i>Identify all the main characters</i> <i>Describe each character</i> <i>Explain how their behaviour effects the story</i>	I can: List some key evidence from the text to support my inferences such as showing characters' feelings, and motives from their actions across the story. I can explain why I think something happened or someone acted in a particular way	Can you: <i>Write a description of one of the key characters drawing on information within the text</i> <i>Can you give some evidence from the text as to why you think this happened (cause and effect)</i>	I can: Use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their actions across the story. I can identify key turning points in a story.
Predict This means I can use my understanding of the events in a story (the plot) to consider what might happen next, or to a particular character or at the end of the story – it is not guessing but using evidence to form a view	I can: Use the pictures and text to guess what happens next	Can you: <i>Tell me what you think will happen next</i> <i>Explain why you think that</i>	I can: Predict what might happen next from what I have read	Can you: <i>Explain what you think will happen next/ at the end</i> <i>Explain why you think that</i>	I can: Predict what might happen next / at the end of the story from what I have read and give a reason for my prediction	Can you: <i>If xx happened would that effect the ending</i> <i>Compare your prediction with what actually happened – in what ways were they similar and in what ways were they different</i>	I can: Make an accurate prediction of what might happen from what I have read and explain why

Structure and organisation This means how the book is organised so it is about the type of book (genre for example and adventure story) and also the plot or main events and in non-fiction books it's about how to find the information you need using the contents, index and glossary	I can: List some of the key features of a book including title, author, page number etc. Identify a non-fiction book Describe a story I have enjoyed	<i>Can you:</i> <i>Tell me why the title and cover of the book are important</i> <i>Tell me what sort of book this is</i> <i>Explain why you think this is an information book</i> <i>Tell me what sort of stories you enjoy – can you say why</i>	I can: List some of the key features of the book's layout that help the reader to identify the meaning Choose a book to give me the information I need Describe some of the features of a poem I can talk about some different types of stories I have read	<i>Can you:</i> <i>Describe how the book's cover helps you select a book to read</i> <i>Describe the features of a non-fiction book that will help you find out the information you need</i> <i>Explain what we mean by rhyming in poetry.</i> <i>Describe the types of books you enjoy most and explain why</i>	I can: Explain some of the key features of the book's layout that help the reader to identify the meaning Choose from a range of books to give me the information I require Recognise different types of poetry Identify different themes in a range of books I have read	<i>Can you:</i> <i>Explain how the way books are set out helps the reader</i> <i>Explain how you would choose a non-fiction book if you needed information on</i> <i>Describe the key features of this poem and identify some of the powerful vocabulary the writer has used</i> <i>Compare this book with other books you have read explain in what ways they are similar and in what ways they are different</i>	I can: Identify different themes and conventions in a wide range of books I have read Choose appropriately from a range of book that are set out differently to give me the information I require Describe the key features of different types of poetry I have read Describe the feature of different genres of stories I have read
Engagement This means thinking about yourself as a reader – what do I enjoy and why. What else could I read that is similar or different?	I can: Take turns when reading Answer simple questions about the story Enjoy being read to and like to look at books Enjoy to reading to an adult who can help me with difficult words	<i>Can you:</i> <i>Read it again to make sure it makes sense</i> <i>Think of a question about the story</i> <i>Explain why you like this story</i> <i>Try to read this again on your own</i> <i>Find another book with the same ...</i>	I can: Enjoy being read to and like to read books with an adult Talk about the book we are reading Select books that interest me Check what I am reading makes sense by talking about it Ask questions to help me understand	<i>Can you:</i> <i>Explain why you chose this book</i> <i>Describe the best part of the story</i> <i>Read it on your own</i> <i>Tell me what happened when....</i> <i>Say if you agree with</i> <i>Explain why he/she/they did that</i> <i>Help him / her with that word</i>	I can: Enjoy reading independently and to adult and discuss books that I have read, or had read to me Demonstrate that I have understood a wide range of books. I can select books that interest me and say why Check what I am reading makes sense and correct myself if it does not	<i>Can you:</i> <i>Describe what sort of books you enjoy reading</i> <i>Tell me what you would say to someone about this book if they hadn't read it</i> <i>Explain why you like / don't like this book / story</i> <i>Explain what that word means and how you know</i>	I can: Enjoy reading a wide range of books alone and to an adult and will choose to read at home Make a selection and read both fiction and non-fiction for pleasure Read aloud with confidence Check what I am reading makes sense by discussing it with others

Experiential learning	I can: Identify a place I have visited from a picture Draw pictures to show some of the things I have seen Say how I feel in a situation	<i>Can you:</i> <i>Say where this is</i> <i>Add some labels to show the main features</i> <i>Explain why you feel like that</i> <i>Describe what you might say if</i>	I can: Describe different contexts Say how I feel in different situations Describe different emotions I can act out a response to a given stimulus	<i>Can you:</i> <i>Say what is special or distinctive about this context or place</i> <i>Explain how the context affects how you feel</i> <i>Explain how you might behave if you felt like that</i> <i>Explain how you can show that feeling</i> <i>Describe what you might say to In that situation</i>	I can: Recognise and describe a range of different features in a context I can describe how I feel different in different contexts or situations I can act out the feelings of a character in a given setting or situation	<i>Can you:</i> <i>Describe what is distinctive about this context</i> <i>Explain how different contexts effect people's behaviour</i> <i>Explain how behaving in a particular way causes others to respond</i>	I can: Compare and contrast different contexts Describe how a person's behaviour is determined by the context or situation they are in Act out a character and respond to others in drama