

Woodlands Federation Reading Assessment Ladder October 2018 v.1

9 points		Date	Date	Date
	Identifies 16 letters of the alphabet by sound, name and shape			
	Hear and say initial or dominant sound in words and know which letter represents some of these sounds			
	Begin to use knowledge of letter-sound correspondences to help predict words when reading			
	Reads names of children in class, some topic related words			
	Identify the subject matter of a book by using title and illustrations			
	Track text left to right			
	Predicts missing words from the context of the sentence			
	Recognises environmental print			
	Reads 15 HFW from Year R			
	<i>Match lower and upper case letters</i>			
	<i>Continue a rhyming string</i>			
	Find words that rhyme with known words			
	<i>Reads phrases in personal reading books</i>			
Sequence 3 events in a story				
Points and reads labels, captions, class jobs				

10 points		Date	Date	Date
	Children read and understand simple sentences			
	They use phonic knowledge to decode regular words and read them aloud accurately			
	Read some common irregular words			
	Demonstrate understanding when talking with others about what they have read			

12 points		Date	Date	Date
Word reading	Can use all GPCs from phase 4 of letters and sounds to decode unknown words at phase 4 expectation (CVCC, CCVC).			
	Read all 'decodable' and 'tricky' high frequency words from phase 3 and 4 of letters and sounds using different strategies.			
	Read words with two syllables with known GPCs.			
	Read out loud with some accuracy (word to word reading).			
Inference/Prediction	Make simple inferences/predictions based on the pictures in a book e.g. <i>The bear is sad.</i>			
Retrieve	Answer simple questions about a story or retrieve a basic fact such as the name of a character.			
Retell	Retell simple stories they know or discuss significant information.			
Analyse	Can recognize a repeating pattern in story or poem and join in.			
Vocabulary	Ask for the meaning of any unknown word rather than reading on.			
	Can express opinions about the characters in stories. <i>I like...</i>			

14 points		Date	Date	Date
Word reading	Can use all GPCs from phase 5a of letters and sounds to decode unknown words.			
	Begin to read year 1 common exception words.			
	Read words with -ing and -ed endings.			
	Begin to read multisyllabic words.			
	Read some words with contractions [for example, I'm, I'll, we'll].			
	Use a range of strategies to understand unfamiliar vocabulary.			
Inference/Prediction	Read out loud taking into account full stops in age appropriate books.			
	Make simple inferences/predictions based on the title, blurb, characters or their own experiences. <i>I think this will be a funny book.</i>			
Retrieve	Answer simple questions about a characters or events in a story by finding the answer in what they have read.			
	Retrieve facts from an information text to answer simple retrieval questions. <i>How many legs does a spider have?</i>			
Retell	Recite a repeated phrase or simple rhyme by heart.			
Analyse	Give some opinions about the events or characters in a story with examples (likes/dislikes).			
Vocabulary	Can identify more a range of vocabulary and ask for meaning to be explained.			

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16 points		Date	Date	Date
Word reading	Is beginning to identify when reading does not make sense and attempts to self correct.			
	Can use most GPCs and alternatives from phase 5 of letters and sounds to decode unknown words.			
	Read some 'decodable' and 'tricky' high frequency words from letters and sounds (first 100 HFWs).			
	Read words with -es -est -er endings.			
	Read with increasing fluency and confidence through recognition of known words and quick decoding of unknown words.			
	Read out loud with developing expression and fluency (the reading flows).			
Inference/ Prediction	Make simple inferences about characters and events based on knowledge of the text or own experiences.			
	Can make plausible predictions about characters, and plot, using knowledge of the story.			
Retrieve	Can answer questions / find information in the text in response to a direct, literal question.			
Retell	Can retell known stories, including significant events/main ideas in sequence.			
Analyse	Give some more detailed opinions about characters or plots with simple reasons. <i>My favourite part was...because...</i>			
Vocabulary	Can explain the meaning of more complex vocabulary including some synonyms miserable means sad.			

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18 points		Date	Date	Date
Word reading	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes*			
	Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)*			
	Read many common exception words*.			
	In a book closely matched to the GPCs as above, the pupil can read aloud many words quickly and accurately without overt sounding and blending			
	In a book closely matched to the GPCs as above, the pupil can sound out many unfamiliar words accurately			
	Recognise when a word includes a grapheme which may have an alternative sound and give some possible alternatives (may not recall all alternatives)			
	Recognise the syllables in a longer word.			
	Read approximately 1/3 of the year 2 common exception word list			
	Read words with suffixes –ed –est –er – es –ing –s			
	Read aloud with some expression and fluency (hesitating only on unknown words)			
Comprehension	In discussion with the teacher, the pupil can answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.			
	Self corrects reading with little prompting – realising when it doesn't make sense.			
	Can recite a simple poem by heart with some expression.			
	Can retell common traditional and fairy tales (ie. little red riding hood, Cinderella) with events in a simple sequence.			
	Continues to accurately answer retrieval questions, identifying the answer in the text (what was the second thing that happened?)			
	Can make a simple prediction about what will happen next based on what they have read so far when a relevant detail is pointed out to them. (<i>We read that the owl and rabbit were very close friends; what do think owl will do for rabbit's birthday?</i>)			
	Can explain simply the order of events in a story <i>first...then...</i>			
	Realises when items of factual information are linked <i>It said about that earlier on.</i>			
	Can recognise when they don't know the meaning of a word and ask for its definition.			
Can pick out some words or phrases they like when reading.				

20 points		Date	Date	Date
Word reading	Read accurately most words of two or more syllables			
	Read most words containing common suffixes*			
	Read most common exception words*.			
	In age-appropriate books, the pupil can Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute			
	In age-appropriate books, the pupil can Sound out most unfamiliar words accurately, without undue hesitation.			
	Is developing more automaticity in decoding a wider range of words (may still be disjointed with multisyllabic words)			
	Read words with suffixes <i>ness, -ment</i> ,			
	Use knowledge of alternative sounds for graphemes when reading words (sometimes may choose wrong sound).			
	Reads a wider range of words they have encountered before without decoding.			
	Splits words into their syllables to help with decoding longer words.			
	Reads all words from the approx 2/3 of the year 2 common exception word list.			
Comprehension	In a familiar book that they can already read accurately and fluently, the pupil can check it makes sense to them			
	In a familiar book that they can already read accurately and fluently, the pupil can answer questions and make some inferences on the basis of what is being said and done			
	Can recite poems by heart using some expression and intonation to add interest.			
	Automatically self corrects reading realising when it doesn't make sense.			
	Can give more detail from the text when answering retrieval questions. (beyond one word)			
	Can retell common traditional and fairy tales with more detail.			
	Can make a simple prediction about what will happen next based on what they have read so far with less reliance on adult guidance. (<i>I think they will have a party because they are good friends</i>).			
	Can explain the order of events in a story including how they are linked <i>first...then... because...</i>			
	Can explain how items of information are linked.			
	Can give a simple definition of words they have read. (<i>ie words they have not asked for clarification</i>).			
Begins to say why they like certain words or phrases. (<i>I like it because it sounds exciting</i>)				

Green represents working at the National Standard of Expected and can continue into term 5. Aspects of orange below (National Standard of working at greater depth within the expected standard) can also be worked on in term 5.

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22 points		Date	Date	Date
Word reading	Reads fluently with automaticity of decoding for most words in books at an appropriate level. (purple/ gold band)			
	Uses knowledge of alternative sounds for graphemes and makes accurate choices when decoding unknown words.			
	Reads a large number of previously encountered words without decoding.			
	Read words with the suffixes <i>-ful, -ly</i>			
	Chooses when it is appropriate to split a word into sounds or syllables to enable decoding.			
	Reads all words from the year 2 common exception word list.			
	Reads out loud with developing expression and fluency. (The reading flows and is interesting to a listener)			
	The pupil can read independently			
Comprehension	Can recite a poem by heart using intonation and expression to make the meaning clear.			
	Can ask questions to find out more about a text and answer others questions.			
	Can retell a range of 'story blue prints' based on traditional or fairy tales (ie. a rescue story based on Rama and Sita).			
	Can give an accurate and clear response to a retrieval question – identifying how they know.			
	Can explain the sequence of a story including the links between events. (<i>First they...this meant that then....</i>)			
	Can identify linked items of information in a non-fiction texts. (<i>on each page it tells us something about what each animal eats</i>)			
	Can give a definition of words they have read including linking it to other known vocabulary (<i>miserable means upset – it's a better word for sad</i>)			
	Identify favourite words or phrases and give a clear reason why (<i>it makes me imagine what the rain was like</i>)			
	Make inferences on the basis of what is said and done			
	Predict what might happen on the basis of what has been read so far			
Make links between the book they are reading and other books they have read.				

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24 points		Date	Date	Date
Word reading	Read at an age appropriate level – reading age.			
	Understand what a root word is and how suffixes change the meaning of words - suffixes –ed –ing –ly –er –est , -es, -s, ful, ness.			
	Read aloud with expression and intonation taking into account punctuation (full stops and question marks).			
	identify words which they don't understand and seek clarification.			
Inference/ Prediction	Draw inferences such as inferring characters' feelings and thoughts from their actions.			
	Make and justify predictions based on information in the text.			
Retrieve	Identify some facts they have found out from a text.			
Retell	Retell stories and sequences they have heard with some details.			
Analyse	Understand that paragraphs allow us to organise ideas and be able to identify the key idea from a paragraph.			
	Understand that there are different types of poetry - by spotting differences.			
	Understand and use the terms fiction and non fiction to classify texts and say how they know which is which.			
Vocabulary	Identify purpose of words and phrases - adjectives and powerful verbs - which have captured their interest or imagination.			
Purpose	Recognise that reading has a purpose beyond decoding.			

26 points		Date	Date	Date
Word reading	Read words with the suffixes -ation –ous and identify root word and meaning.			
	Read words with the prefixes un-, dis-, -mis-, re- and identify root word and meaning.			
	Read aloud with expression and intonation taking into account punctuation including commas and exclamation marks.			
	Read and understand approximately 40 of the year 3 and 4 word list.			
	Recognise when they don't understand a word and use a dictionary (with support) to find out the meaning.			
Inference/ Prediction	Draw inferences such as inferring characters' motives from their actions.			
	Justify predictions with detailed reference to what has already happened.			
Retrieve	Use point and evidence when responding to retrieval questions and Identify some different purposes for reading.			
	Retrieve relevant information from texts to answer a question.			
Retell	Retell stories with more complex structures and summarise key events with some relevant details.			
Analyse	Recognise the key features in a non fiction text eg, <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams.</i>			
	Recognise and name some different types of poetry.			
Vocabulary	Identify the purpose of words and phrases, using a wider range of language, which have captured their interest or imagination with some reasoning.			
Summarise	Summarise the key ideas from a paragraph.			

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28 points		Date	Date	Date
Word reading	Understand the meaning of words with the suffixes -ation -ous and the associated root.			
	Understand the meaning of words with the prefixes un-, dis-, -mis-, re- and the associated root.			
	Read aloud with expression and intonation taking into account punctuation (full stops, commas, exclamation and question marks, inverted commas – speech).			
	Read and understand 50 of the year 3 and 4 word list.			
Inference/ Prediction	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from the text.			
	Make more complex predictions based on both given and implied evidence with increasing confidence.			
Retrieve	Retrieve relevant information from texts and record in simple notes in their own words.			
Analyse	Use ideas taken from more than one paragraph to answer and ask a question.			
	Recognise some and name different forms of poetry e.g. narrative, free verse and be able to say how they know.			
	Describe non-fiction texts by referring to their features i.e. a recipe or instructions.			
	Identify recurring conventions or themes in stories.			
Vocabulary	Use a dictionary to check the meaning of a word.			
	Discuss and explain favourite words and phrases which capture the reader's imagination and interest.			
Summarise	Summarise the key events in a story with reference to specific details rather than just the main event.			
Purpose	Say what purpose they are reading for (<i>enjoyment, research etc</i>).			

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30 points		Date	Date	Date
Word reading	Read and understand approximately 65-70 of the year 3 and 4 word list.			
	Securely read and understand the meaning of words with year 3 suffixes and prefixes and identify root words.			
Inference/ Prediction	Make confident predictions based on information stated and implied.			
	Draw inferences around characters' thoughts, feelings, actions and motives and justify with evidence from the text.			
Analyse	Evaluate a wider range of non-fiction features and say what they do. (ie.. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i>).			
	Match the main idea or purpose to different paragraphs in a variety of texts.			
	Recognise and describe all poetry types covered in year 3.			
Vocabulary	Identify key vocabulary in the text (<i>ie. specific topic words</i>).			
	Identify figurative language.			
Summarise	Begin to show the ability to scan a text to identify a simple piece of information (<i>ie. a name</i>).			
	Summarise the main ideas from a paragraph giving reasons.			
	Identify and explain themes in a story.			
Purpose	Understand the purpose of their own reading (<i>to develop skills, to find facts, for enjoyment</i>).			

32 points		Date	Date	Date
Word reading	Read words with the suffixes -tion -sion -ssion -cian and use root words knowledge to determine meaning. Read and understand approximately 80-85 of the year 3 and 4 word list.			
	Read words with the prefixes sub- inter- anti- auto.			
	Be aware of the need to read aloud in different ways depending on the audience.			
Inference/ Prediction	Draw deeper inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text.			
	Make more detailed and confident predictions based on information stated and implied.			
Analyse	Evaluate how information is organised within a non-fiction text e.g. <i>text boxes, sub-headings, contents, bullet points, glossary, diagrams</i> .			
	Read and recognise further poetry types e.g. <i>haiku, kennings, limericks</i> .			
	Identify and explain wider themes in a story.			
Purpose	Respond to reading in a way which is appropriate to their purpose i.e. <i>to ask questions and independently reflect</i> .			
	Explain the purpose of a text. <i>This one explains.... The next one explains....</i>			
Summarise	Scan non-fiction texts and retrieve dates, numbers and names.			
	Evaluate main ideas drawn from at least 2 paragraphs and summarise these ideas with reasoning.			
Vocabulary	Explain how figurative language captures the reader's attention.			
	Find out and explain simply the meaning of key vocabulary within the context of the text.			

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34 points		Date	Date	Date
Word reading	Read and understand all of the year 3 and 4 word list.			
	Choose when to use root words as a way of establishing meaning when reading. (ie when a word has a known suffix or prefix)			
Inference/ Prediction	Continue to make higher level predictions based on information stated and implied.			
Analyse	Describe different plot structures and identify their similarities and differences.			
	Analyse and describe different forms of poetry e.g. <i>haiku</i> , <i>limericks</i> , <i>kennings</i> .			
	Continue to evaluate how specific information is organised within a non-fiction text e.g. and evaluate how these aid the reader's understanding with examples from the text.			
	Explain how paragraphs are used to order or build up ideas, and how they are linked. e.g. <i>Each paragraph gives you a different reason for voting for them.</i>			
Vocabulary	Identify, analyse and discuss themes and compare stories with similar themes.			
	Explain the meaning of key vocabulary within the context of the text			
Summarise	Identify and discuss metaphors and figurative language which captures the reader's attention.			
	Evaluate main ideas drawn from multiple paragraphs and summarise these giving more than one reason taken from across the text.			

36 points		Date	Date	Date
Word reading	Read and understand approximately 15-20 of the year 5 and 6 words.			
	Identify the root word when trying to decode with suffixes (ible, able, ibly, ably) and prefixes in more complex texts.			
	Show clear awareness of the audience when reading aloud and adapt tone/intonation and expression accordingly.			
	Understand the need to only read relevant/ necessary sections of a text to match the purpose of the reading (may need support to locate these sections).			
Inference/ Prediction	Infer characters feelings, thoughts and motives from their actions and justify inferences with evidence (in more complex texts).			
	Predict what might happen from information stated and implied.			
Analyse	Identify more than one meaning from a sentence by re-reading. <i>It tells me that the teacher is shouting but this is also a clue that he is an angry person who isn't kind to his class.</i>			
	Match up or highlight examples of a given text convention in a given text type (ie. first person).			
	Sort statements into fact and opinion.			
	Recognise that the same event can be described or seen differently by different characters or authors.			
	Identify the main themes of the text in comparison with other texts.			
Vocabulary	Identify examples of figurative or persuasive language and say why they are used.			
	Explain the purpose of specific word choices by the author			
Explain	Present and discuss what they have read and talk about events or information from the text.			
	Give more detailed responses and reasons using point-evidence approach. And reasons to support their views.			
Summarise	Scan for key words in a text which can be used to quickly locate information.			
	With guidance summarise main ideas from a variety of different genres.			
	Make notes from a text to support responding to questions.			
Purpose	Be able to say the general type or purpose of a text (this gives information about Legoland).			

38 points		Date	Date	Date
Word reading	Read words with the suffixes <i>ant, -ance, -ancy, -ent, ence, -ency</i> and determine root word meaning.			
	Read words with the prefixes sub- inter- anti- auto.			
	Show clear awareness of the audience when reading aloud and adapt tone/intonation and expression accordingly, commenting on how this has been achieved.			
	Read and understand approximately 30 – 40 of the year 5 and 6 word list.			
	Understand the need to only read relevant sections of a text to match the purpose of the reading and use text features to do this quickly.			
	Be able to say the general type or purpose of a text and how they know.			
Inference/ Prediction	Infer characters feelings, thoughts and motives from their actions and justifying inferences with evidence (in a range of different genres).			
	Predict what might happen from information stated and implied across different genres.			
Analyse	Re-read to locate clues and, when prompted, go back and look deeper.			
	Identify examples of different features and conventions across different text types.			
Vocabulary	Identify examples of figurative or persuasive language and explain the general purpose behind it's use (<i>to make the reader want to buy..</i>).			
	Evaluate the meaning of specific word choices by the author.			
Explain	Identify similarities and differences within the opinion of two characters on one event).			
	Give a reason to support their views (<i>I believe the character chose to do that because...</i>).			
	Give examples to illustrate the theme of a text. <i>It's about heroism because...</i>			
Summarise	Summarise The main arguments in a variety of more complex texts.			

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40 points		Date	Date	Date
Word reading	Understand the meaning of words with the suffixes -tion –sion –ssion –cian and how root word establishes meaning.			
	Understand the meaning of words with the prefixes sub- inter- anti- auto.			
	Show clear awareness of a wider range of audiences when reading aloud and adapt tone/intonation and expression accordingly, analysing how this has been achieved.			
	Read and understand at least 50 of the year 5 and 6 word list.			
Inference/ Prediction	Re-read and read ahead to locate clues to support understanding, recognising that inferred meanings may be missed the first time.			
	Make more advanced inferences about characters feelings, thoughts and motives from their actions and justifying inferences with evidence (in more complex texts).			
	Make more advanced predictions about what might happen from information stated and implied Identify how language, structure and presentation contribute to meaning e.g. <i>formal letter, informal diary, persuasive speech.</i>			
Retrieve	Skim and Scan for key words and use text marking to locate key information quickly in response to questions or a given purpose.			
	Be able to quickly locate the information needed through use of text features, close reading and skimming.			
Analyse	Distinguish between statements of fact or opinion within a text.			
	Be able to say the general type, theme or purpose of a text and explain how they know.			
Vocabulary	Explain in basic terms the effect of figurative or persuasive language on the reader (<i>It made it seem scary, it makes you feel hungry</i>).			
	Recognise where metaphors, similes and imagery are used in a text.			
Explain	Elaborate simply on answers to questions and their given opinions by using one point-evidence-explanation.			
	Explain themes within and across texts e.g. loss, heroism, friendship.			
	Explain the effect on the reader of the authors' choice of language.			
	Respond to questions making reference to texts read.			
Summarise	Summarise main ideas drawn from more than one paragraph and Identifying key details which support this.			
	Describe the conventions of different types of writing e.g. <i>use of first person in autobiographies and diaries.</i>			
Purpose	Make comparisons within a text e.g. characters' viewpoints of same events justify with evidence.			

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42 points		Date	Date	Date
Word Reading	Apply all suffixes and prefixes from year 5 and understand the effect they have on word meaning.			
	Employ appropriate dramatic effect when reading aloud.			
	Read age-appropriate books (Navy Blue banding) with confidence and fluency.			
	Read an increasing range of genres.			
	Read and understand approximately 65-70 of the year 5 and 6 words.			
Inference/Prediction	Infer characters feelings, thoughts and motives and begin to support with evidence.			
	Begin to explain and discuss their understanding of what they have read.			
Retrieve	Understand the difference between skimming and scanning and use these techniques.			
	Re-read and read ahead to locate clues to support understanding with increasing accuracy.			
	Take notes in research.			
Analyse	Compare and contrast characters with increasing complexity.			
	Identify causes and consequences of events in a text with increasing confidence.			
	Distinguish between statements of fact or opinion.			
	Begin to recognise how an author might be biased or only be showing 'one side' of the story.			
	Identify the main theme of a text.			
Vocabulary	Recognise that there are similarities between and within texts.			
	Recognise the difference between formal and informal language.			
	Recognise some simple differences between texts from different time periods.			
Explain	Find examples of a range of figurative language in a text including similes and metaphors etc.			
	Can provide some justifications for views (may not be consistent or reasoned).			
Predictions	Predict what might happen from details stated and implied (at an appropriate text difficulty level).			
Summarise	Is increasingly able to summarise main ideas and identify key details.			

44 points		Date	Date	Date
Word Reading	Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial			
	Employ appropriate dramatic effect when reading aloud.			
	Read age-appropriate books (black banding) with confidence and fluency.			
	Read a wide range of genres.			
	Read and understand approximately 80-85 of the year 5 and 6 word list.			
Inference/Prediction	Infer characters feelings, thoughts and motives (with evidence).			
	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.			
Retrieve	Skim and scan for key information in fiction and non-fiction texts.			
	Re-read and read ahead to locate clues to support understanding.			
	Take notes from research in own words and organise them.			
Analyse	Compare and contrast characters.			
	Compare and contrast between books.			
	Identify causes and consequences of events in a text.			
	Confidently distinguish between statements of fact or opinion.			
Vocabulary	Recognise author bias and give examples.			
	Recognise and describe the difference between formal and informal language.			
	Recognise that different cultures and periods of time are represented by different language.			
Explain	Describe how an author uses language, including figurative language.			
	Can provide justifications for views (may not be consistent or reasoned).			
Predictions	Predict what might happen from details stated and implied.			
Summarise	Summarise main ideas, identifying key details and using quotations for illustration.			

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46 points		Date	Date	Date
Word Reading	Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial			
	Employ appropriate dramatic effect when reading aloud.			
	Read age-appropriate books (black banding) with confidence and fluency.			
	Read a wide range of genres.			
Inference/ Prediction	Read and understand approximately 80-85 of the year 5 and 6 word list.			
	Infer characters feelings, thoughts and motives (with evidence).			
Inference/ Prediction	Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.			
	Skim and scan for key information in fiction and non-fiction texts.			
Retrieve	Re-read and read ahead to locate clues to support understanding.			
	Take notes from research in own words and organise them.			
Analyse	Compare and contrast characters.			
	Compare and contrast between books.			
	Identify causes and consequences of events in a text.			
	Confidently distinguish between statements of fact or opinion.			
Vocabulary	Recognise author bias and give examples.			
	Recognise and describe the difference between formal and informal language.			
	Recognise that different cultures and periods of time are represented by different language.			
Vocabulary	Describe how an author uses language, including figurative language.			
	Can provide justifications for views (may not be consistent or reasoned).			
Explain	Can provide justifications for views (may not be consistent or reasoned).			
Predictions	Predict what might happen from details stated and implied.			
Summarise	Summarise main ideas, identifying key details and using quotations for illustration.			