

## Achievement band 110–119

### Decoding and concepts of print (DC)

Decoding is not described at this band, or higher bands, as students have already developed sufficient fluency (automatic and accurate decoding) to focus on comprehension of the text.

### Retrieving directly stated information (RI)

Students in this achievement band are improving their capacity to recognise reworded information, including when the information is unexpected or they need to deal with conditional statements.

They are becoming more skilled in tracking pronoun and noun references when texts are quite dense and information is unfamiliar. They are more likely to be successful at this level if the information is at the start of the text.

They are learning to use simple keys and footnotes, as well as being able to scan and locate information that is not near a matched key word.

They are developing their capacity to read carefully and identify the correct information when there is some moderately competing information.

### Interpreting explicit information (IE)

Students in this achievement band are consolidating their skills in interpreting explicitly stated information when they also have to negotiate some other complexities. For example, there may be competing information, overlapping timelines or different sections in the text and ideas may need to be linked across paragraphs.

They are improving their skills in differentiating key ideas from details, understanding how paragraphs help to organise ideas and using contextual clues to work out the meaning of some unfamiliar vocabulary.

They are learning to read closely and paying careful attention to conjunctions in complex sentences. Reading on and backtracking are other strategies they are consolidating in dealing with information that may not be clear at first.

### Interpreting implied information (II)

Students in this achievement band are consolidating their skills in making inferences when they have to deal with some competing information. They are learning to select relevant clues or evidence and to recognise when they need to read closely and carefully.

They are beginning to distinguish between implied overarching ideas and explicit details.

They are learning how to recognise tone as a source of evidence for inferences and to reason carefully in selecting the most likely prediction.

### Reflecting on the text (RF)

Students in this achievement band are consolidating their skills in recognising the purpose of familiar print conventions, such as stars used for rating purposes.

They are learning to recognise familiar styles of language, text layout and purpose in order to identify familiar text types, such as instructions and warnings.

They are learning to think outside the text and apply familiar everyday knowledge to logically identify a flaw in an idea discussed in the text.

They are also developing their skills in identifying the moral of a story when this is unexpected.