

Achievement band 120–129

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 expanding their vocabulary and beginning to recognise rewordings of the same idea that use less familiar words and phrases.

They are developing their ability to scan and locate information when there is some strongly competing information or other complexities, such as unfamiliar ideas or displays of statistical data.

They are learning to read closely to differentiate between similar ideas in short, dense sections of text.

Interpreting explicit information (IE)

Students in this achievement band are consolidating their skills in interpreting explicitly stated information when there is some complex language and conflicting arguments. They are learning to interpret ideas and information when texts coincide, differ and diverge from each other and have different styles and tone.

They are becoming increasingly skilled at making links where the information is not prominent or is given in a context that is unexpected or difficult to interpret, such as tables and graphs.

Students are learning to interpret complex sentences, informal and unfamiliar language, and ambiguous phrases when making links across a text. They are beginning to recognise rephrasing of difficult ideas and to identify when one idea is an unreasonable, exaggerated or misinterpreted account of another idea.

Backtracking is also a more developed skill at this level, as students backtrack two or three times across paragraphs to account for specific pieces of information that may be indirectly stated.

They are also identifying the way in which paragraphs help to organise ideas in more difficult texts.

Interpreting implied information (II)

Students in this achievement band are consolidating their skills in interpreting implied information when clues are scattered among competing information and some careful reasoning is required. They are improving their capacity to read closely and track references across paragraphs so that their inferences are based on a sound understanding of the evidence.

They are learning to manage some complexity in the contrasts within a text, such as separating different perspectives, recognising different timeframes and being aware of diverse responses from different characters.

They are becoming more skilled in using tone to support inferences.

They are consolidating their skills in identifying which inference best matches the evidence in the text and they are learning to discount inferences that may appear plausible but are not supported by the text.

Reflecting on the text (RF)

Students in this achievement band are consolidating their knowledge of a broad range of text conventions.

They are developing their capacity to reflect on the form of texts, such as differentiating the purposes of labels and symbols on a diagram.

They are learning to recognise some of the more subtle persuasive devices used in advertisements, as well as recognising the impact of narrative devices, such as impersonal references to a character.

They are developing their skills in applying everyday knowledge to logically deduce practical applications of information given in the text.