

## Reading- Standards and Progression

### Able to:

Age	Range of Texts	Strategies	Themes and Conventions	Making Inferences	Comprehension	Language for Effect
3	Has some favourite stories, rhymes, songs, poems or jingles.	Repeat words or phrases from familiar stories  Fill in the missing word or phrase in a known rhyme, story or game, e.g. Humpty Dumpty sat on a ....				
4	Describe main story settings, events and principal characters  Shows interest in illustrations, print in books and print in the environment  Enjoys an increasing range of books  Knows that information can be retrieved from books and computers	Recognises familiar words such as own name or advertising logos  Knows information can be relayed in the form of print  Holds books the correct way up and turns pages  Knows that print carries meaning, is read from right to left and top to bottom  Can hear and say the initial sound in words  Link sounds to letters, naming and sounding the letters of the alphabet	Shows awareness of rhyme and alliteration  Beginning to be aware of the way stories are structured			
5 (ELG)	Children can read or understand simple sentences	Use phonic knowledge to decode regular words and read them aloud accurately  Can read some common irregular words			Demonstrate understanding when talking to others about what they have read.	
6 (1)	Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and info.  Share preferences for types of text	Read some high frequency words  Decode words using a simple phonics approach  Show awareness of punctuation marks	Show awareness of titles etc	Show basic inference  Comment on the text	Recall main points  Talk about favourite parts  Identify types of character	Comment on obvious features
7 (2)	Children working at the threshold of the expected	Sight read key words  Use appropriate strategies for	Show awareness of beginning and end of stories	Children working at the expected standard are able to:	Children working at the expected	Children working at the expected

The budding reader	<p>standard will be able to read the full range of text types and forms specified in the key stage 1 programme of study. This will include texts that are age-appropriate and that require inferential and comprehension skills as well as an emerging understanding of how language is used for effect.</p> <p>have likes and dislikes</p> <p>Understand different types of texts</p> <p>Show awareness of time and place in a text.</p>	<p>unknown words</p> <p>Use punctuation to aid fluency</p>		<p>make simple and general inferences based on the text [1MI1]</p> <p>make simple and general predictions based on the text [1MI2].</p>	<p>standard are able to:</p> <p>identify the meaning of vocabulary in context [1C1]</p> <p>identify sequences of events in a range of straightforward texts [1C2]</p> <p>identify how information is related and/or organised within texts [1C3].</p> <p>provide simple explanations for:</p> <p>the significance of titles in fiction and non-fiction texts [1C5]</p> <p>events and characters' actions [1C5]</p> <p>key information [1C5]</p> <p>retrieve relevant details from fiction and non-fiction to demonstrate understanding of character, events and information [1C4].</p>	<p>standard are able to:</p> <p>Identify recurring literary language [1LFE1].</p> <p>Pick out good word choices</p>
8 (3) The developing reader	<p>Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and info.</p> <p>Identify the main purpose of a text</p> <p>Give an opinion of the text</p> <p>Make some connections with other texts read</p> <p>Explain the time and place of the text</p>	<p>Read fluently using a range of strategies- starting to read expressively, varying voice to convey mood and meaning.</p>	<p>Make some comments about how the text is organised</p>	<p>Make inferences based on quotation from the text</p> <p>Take meaning from the text</p>	<p>Understand obvious points</p> <p>Use the text to justify points made</p>	<p>Identify language features, e.g. types of words</p>
9 (4) The competent reader	<p>Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and info.</p> <p>Summarise the main point of a text</p> <p>Summarise the characters, plot and setting</p>	<p>Read fluently – able to use punctuation to establish meaning and inform intonation.</p>	<p>Identify how the structure of the text flows from one event or piece of information to the next.</p>	<p>Give reasons for opinions based on the text</p> <p>Make correct inferences backed up by the text</p>	<p>Pick out the relevant points</p> <p>Back up points with quotes from the text</p>	<p>Comment on the writers use of language</p> <p>Use text to comment on how the writer shares his/her opinion or conveys a mood</p>

	Link the context of the text to the meaning.					
10 (5) The active reader	<p>Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and info.</p> <p>Compare and contrast types of text</p> <p>Explain how the context in which the text was written affect meaning</p>	<p>Read fluently—able to use knowledge of phonemes and etymology to pronounce words correctly – e.g. arachnophobia, pharaoh</p>	<p>how the writer has organised the text and what the text does</p> <p>Explain why a form of writing has been chosen and why it is effective.</p>	<p>Explain inferences by referring to direct quotes in the text</p> <p>Back up deductions with the text.</p>	<p>Identify the most relevant points at different places in the text</p> <p>Back up points with quotations from the text</p>	<p>Explain how and why the type of sentences vary throughout a text.</p> <p>Explain why the writer chooses a style of writing</p> <p>Identify the writer’s opinion by referring to the text</p> <p>Explain the effect of the writer’s opinion or viewpoint on the reader.</p>
11 The reflective Reader	<p>Read the full range of text types and forms specified in the KS2 POS. This includes texts that are age appropriate and that require higher order inference and comprehension skills as well as an increased understanding of how language is used for effect.</p>	<p>Read fluently – uses body language, facial expressions, tone, pitch and volume to mesmerise and engage the listener.</p>	<p>accurately identify the features, themes and conventions of a range of fiction [2TC1]</p> <p>accurately identify the conventions of a range of non-fiction text types and forms [2TC1]</p> <p>d raw on evidence within texts to explain how themes emerge and conventions are applied in a range of genres and conventions of fiction and non-fiction [2TC2].</p>	<p>make developed inferences drawing on evidence from the text [MI1]</p> <p>explain and justify inferences, providing evidence from the text to support reasoning [MI2]</p> <p>make developed predictions that are securely rooted in the text [MI3].</p>	<p>show an understanding of the meaning of vocabulary in context [2C1 and 2C2]</p> <p>accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts [2C4]</p> <p>identify language, structural and presentational features used in texts [2C6]</p> <p>provide developed explanations for key information and events and characters’ actions and motivations [2C3 and 2C5]</p> <p>Provide straightforward explanations for the purpose of the language, structure and presentation of texts [2C7]</p> <p>retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information [2C3, 2C5 and 2C8]</p> <p>make accurate and appropriate comparisons within texts [2C9]</p> <p>correctly distinguish between statements of fact and opinion [2C10].</p>	<p>identify a range of figurative language [2Lfe1]</p> <p>explain the effect of figurative language [2Lfe2].</p>

<p>12 The versatile reader</p>	<p>Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and info.</p> <p>Able to identify the relevant points in a text</p> <p>Able to bring together information from different sources, or from different places within the same text.</p>	<p>Able to read fluently – uses body language, facial expressions, tone, pitch and volume to mesmerise and engage the listener.</p>	<p>Comment on the impact of how a text is organised</p> <p>Explore how a writer’s theme or purpose is presented across a text</p>	<p>Use clear examples from across a text to explain how a writer creates particular effects on readers.</p>	<p>Use clear examples from across a text to explain how a writer puts across a particular point of view.</p>	<p>Explain in detail how language is used at different points in a text</p> <p>Comment on how language choices can contribute to a texts overall effectiveness</p> <p>Use the appropriate terms when commenting on a writer’s techniques</p>
<p>13</p>	<p>Read fluently, listen and respond critically to texts of all kinds, on paper and on screen, in order to access ideas and info.</p> <p>Able to select evidence precisely to help me argue my point about a text</p> <p>Refer to other sources to help me argue my point about a text</p>	<p>Able to read fluently – uses body language, facial expressions, tone, pitch and volume to mesmerise and engage the listener.</p>	<p>Give my own judgement on the effectiveness of some of the writer’s choices about structure and organisation.</p>	<p>Analyse the position of the writer, the narrator and readers in a text</p> <p>Show my understanding of the writer’s use of irony</p> <p>Evaluate how viewpoints are established and managed in a text.</p>	<p>Analyse how different meanings and interpretations of a text relate to the contexts in which it is written and read.</p>	<p>Make precise comments about how language is used in a text</p> <p>Show how a wide range of language features contributes to the overall effect of a text on the reader.</p>