

## Level 1 Descriptions for Reading

	1c - 'just' Level 1 (Book Bands 3)	1b – secure level 1 (Book Bands 4&5)	1a – high level 1 (Book Bands 5 &6)
<b>Evaluation</b>	Listens attentively when read to. Uses simple words to demonstrate likes or dislikes in response to events and ideas in poems, stories and non-fiction	<i>Comments on interesting or enjoyable aspects of books.</i> Joins in with the text. Has confidence to tackle texts in unfamiliar formats (e.g. books from sources other than core reading scheme)	Spontaneously expresses simple likes and dislikes in familiar texts. With encouragement, is beginning to respond to a wider range of text types – stories, poetry, non-fiction. Tries to predict next word, idea etc.
<b>Inference</b>	Comments spontaneously on perceived links with own life experience or other experiences, e.g. films, books etc during shared reading etc.	With support, recognises empathy with main points in books in relation to own life experience.	Independently recognises some links between own life and events, characters, ideas, information in books.
<b>Deduction</b>	Recognises that additional information may be contained in illustrations, diagrams etc. Comments upon these differences	With support draws simple conclusions by relating information in illustrations and diagrams to content of text.	Can express some simple additional understanding from details contained in illustrations, diagrams etc. May identify the main character in a story, or the subject of a non-fiction text.
<b>Information retrieval</b>	With support, can establish meaning when reading simple words and sentences aloud. Is aware of some main ideas and events from own reading of simple texts. Knows how information can be found in non-fiction texts	Establishes meaning when reading simple texts aloud; spontaneously re-reads some sentences with expression Can express main events or ideas from own reading of simple texts in response to questions or prompts. Shows an understanding of the elements of stories such as character, setting, events	Is aware of need to establish meaning in own reading. Understands and can retell some main events or ideas from own reading of simple texts. Reads with attention to a range of punctuation
<b>Decoding</b>	Follows text when read to. Tries to join in. <i>Recognises at least 10 familiar words</i> , signs or symbols in simple texts. Identifies initial sounds in unfamiliar words. Recognises and sounds out some letters in other positions. When prompted, uses phonic with picture cues to work out some words.	<i>Recognises 25 familiar words</i> , signs or symbols in simple texts. Decodes c-v-c words With support, can apply knowledge of letters, sounds and words to solve new words. Begins to use strategies beyond picture/phonetic cues, e.g. reading on to the end of a sentence.	Tries to predict next word or idea when read to. Reads an increasing range of familiar words, signs or symbols in simple texts. Can independently apply some knowledge of sounds, letters and words to read simple texts. With two or three lines of print on a page, can track without finger pointing

	2c - 'just' Level 2 (Book Bands 7&8)	2b – secure level 2	2a – high level 2
<b>Evaluation</b>	Spontaneously expresses simple likes and dislikes. With encouragement, is beginning to express some wider reactions to events or ideas in stories, poems and non-fiction.	Expresses opinions about major events, ideas and information in stories, poems & non-fiction. May begin to identify specific elements that are liked and disliked. Notices broad differences and similarities between familiar texts.	Expresses increasingly confident opinions, referring to specific elements liked and disliked. May begin to explain likes and dislikes in detail. Is beginning to make simple comparisons between books.
<b>Inference</b>	Comments spontaneously on simple links between own experience and book events, characters etc. With support, may make simple predictions.	Makes simple predictions about what might happen next in a story. Suggests what information a non-fiction text may contain Can identify one trait of a main character Composes an additional question for the author of a non-fiction text.	Can relate self to the world of a book. Begins to justify simple predictions in terms of other reading experience. Raises questions when reading non-fiction Expresses curiosity when reading fiction and poetry
<b>Deduction</b>	Can independently express some simple additional understanding from details contained in illustrations, diagrams etc. Can identify the main character in a story, or the subject of a non-fiction text. Is aware of different text types and that they have different purposes	Can draw simple reasoned conclusions from events and ideas in text and illustrations/diagrams. In scaffolded discussion may recognise simple cause and effect and other relationships of elements within texts. Recognises & appropriately chooses main text types for a range or purposes	Independently accesses some additional meaning from text and illustrations by linking elements and recognising relationships. Chooses and uses a range of text types with understanding of purpose.
<b>Information retrieval</b>	In own reading, tries to access meaning in a range of text types. In response to questions, can identify main ideas from shared texts in both fiction and non-fiction. Can retell main content of books and poems from shared reading	Can identify key words and passages when responding to questions. With support, recognises some main divisions of text – beginning, paragraph etc. With support, recognises key characters, events, information, ideas etc.	Refers to character, events, setting etc. Understands beginning, middle, end and uses this knowledge to retell main points of a story Recognises facts and uses headings to find particular points.
<b>Decoding</b>	Reads taught high-frequency words accurately. Reads simple/familiar texts with increasing confidence and accuracy. Predominantly uses phonic strategy to decode unfamiliar vocabulary. Is beginning to try at least one other strategy to decode in unfamiliar words.	Reading of a range of simple/familiar texts is generally accurate. Generally demonstrates understanding. Is aware that texts should make sense. Uses more than one strategy to decode and understand unfamiliar words. Is beginning to monitor for meaning and to self-correct. Can sometimes read silently. Recognises the sentence as a basic unit of meaning	Reads simple or familiar texts accurately. Regularly uses a range of clues and strategies to decode unfamiliar text. Usually monitors meaning and self-corrects significant errors. Usually reads silently. Recognises and responds appropriately to full stops.

	3c - 'just' Level 3	3b – secure level 3	3a – high level 3
<b>Evaluation</b>	Explains some likes and dislikes, beginning to refer to elements in the text. Is beginning to evaluate one text against others, comparing and contrasting main elements.	Is beginning to reflect on enjoyment and usefulness of reading a range of text types. Is aware of some genres within text types. Is aware that some texts are more successful than others and may comment on particular elements that are more /less successful from own reading. Tries to justify some opinions by referring to details in the text.	Evaluates success of texts according to the purpose in reading. Offers simple appropriate justification for opinions, referring to key textual elements. Is beginning to recognise elements of authorial style. Can identify a range of key genres and knows some main characteristics.
<b>Inference</b>	Is more confident in relating self to the world of a book. May try to speculate about implications in texts. Makes simple comparisons between texts. Raises larger numbers of relevant questions when reading non-fiction. Expresses curiosity when reading fiction and poetry.	Usually relates own experience of book and life to each reading session as/when required. Tries to read 'between the lines' and will take some risks in going beyond what the author has written. Recognises that a single non-fiction text may not answer all a reader's queries.	Habitually and confidently relates own experience to each reading session In fiction, recognises the need to go beyond literal comprehension in order to access the full meaning of text. Uses a variety of information texts to answer own queries. Selects an appropriate reading style to access particular information in non-fiction texts.
<b>Deduction</b>	Chooses and uses a widening range of text types appropriately. With support, can draw conclusions using identified information/ideas within a text.	Purposefully chooses and uses a widening range of text types. Begins to express intentions in reading Demonstrates clear understanding of main points. Can identify cause/effect and other links or relationship within texts. Recognises that these can lead to improved understanding of the text.	Can make assertive use of different types of text according to expressed purpose in reading. Responds by articulating understanding of main points, including cause/effect and other relationships of ideas, information etc. Habitually looks for links and draws conclusions. Begins to link elements from different sections of text.
<b>Information retrieval</b>	Monitors understanding of text; self corrects spontaneously Recalls main elements of text content in response to questions. Uses knowledge of book structure and layout when looking for answers. Understands that there is a difference between fact and opinion. With support, can use knowledge of the alphabet to locate books and find information.	Reads for meaning, using a range of strategies appropriately. Gives detailed responses to questions about content. Recognises that some questions cannot be answered by information alone. Independently uses alphabetical knowledge to find books and locate information.	Responds accurately and with supporting detail when answering questions. Knows where to look for answers in the text. Can interpret/paraphrase text without losing meaning. Uses detailed knowledge of alphabet to find books and locate information quickly.
<b>Decoding</b>	In both supported and independent reading is gaining confidence with a range of text types. Usually reads with reasonable fluency and accuracy.	Independently reads an increasing range of text types fluently and mostly accurately.	Independently reads a wide range of text types fluently and accurately.

	4c - 'just' Level 4	4b – secure level 4	4a – high level 4
<b>Evaluation</b>	Offers a range of praise and criticism for a variety of texts. Quotes textual details as part of evaluation. Knows an increasing range of text types, genres etc. and their main characteristics	Is developing clear personal tastes and can explain these. Pupil responds confidently and appropriately to a range of texts. Offers personal opinions justified by reference to the text. Is beginning to compare and contrast a range of texts and text types for effectiveness, appeal etc.	Reads with enjoyment outside own 'favourite' range. Can evaluate a text for a particular audience. Offers detailed and well justified opinions offering both praise and criticism appropriately. May suggest possible improvements or sequels for texts.
<b>Inference</b>	Is beginning to recognise that there may be a deeper meaning, or theme, underlying a plot. Begins to respond with empathy to elements of fiction and poetry. Recognises that certain words and phrases create particular responses in the reader.	Pupil recognises and responds to some underlying themes. Can empathically relate books to real-life issues and personalities. Knows that texts are crafted for particular purposes. Is beginning to recognise some ways that authors manipulate reader response.	Recognises elements of authorial style and is sensitive to their effects. Can explain how authors create particular effects in reader response – powerful vocabulary, questions, stock phrases etc. Discusses what an author may have been trying to achieve with particular sections of the text.
<b>Deduction</b>	Indicates main ideas in text, including chronological structure, cause/effect and plot. Understands the need to actively interpret text. Links key elements from different sections of text to build a detailed understanding and draw further conclusions	Forms valid conclusions based on a variety of textual evidence Recognises significant ideas, events and characters. Recognises chronological relationships, cause and effect and other relationships between characters, settings etc.	Forms valid and well-justified conclusions based on textual evidence. Understands significant ideas, themes, structures etc. Appreciates and responds to a range of relationships and between characters, settings, events etc.
<b>Information retrieval</b>	Responds in increasing detail when answering questions. Knows where and how to look for answers in the text. Uses index and headings to navigate non-fiction text. Expresses understanding in own words rather than just repeating. Is developing some research skills – library, computer etc	Quickly locates ideas and information in familiar resources Retrieves information from different parts of one text or from more than one source to research or answer questions. Is beginning to skim and scan as required. Uses a non-fiction index effectively	Locates ideas and information quickly in a range of resources; uses index contents list, library guides etc Correlates information from different sources; may attribute to main source. Selects an appropriate reading style according to purpose.
<b>Decoding</b>	Reads a wide range of text types rapidly and accurately When reading aloud, voice expression and phrasing indicate understanding of meaning. Can concentrate on reading for longer periods; can persevere with longer texts.	Reads increasingly challenging texts rapidly and accurately. Demonstrates increasing pace and stamina in extended reading. Reads aloud with increasing confidence and expression. Phrasing indicates secure comprehension.	Tackles challenging texts rapidly, accurately and with increasing confidence. Concentrates over extended periods and extended texts, maintaining comprehension throughout. Reads aloud using voice appropriately to give full value to meaning, pace, tension etc

	5c - 'just' Level 5	5b – secure level 5	5a – high level 5
<b>Evaluation</b>	Recognises and responds to potential for usefulness as well as enjoyment when evaluating text. Recognises that different texts appeal to different audiences.	Recognises some key features of major text types and evaluates texts accordingly. Evaluates texts according to purpose for reading, recognising that texts may be useful though not enjoyable. Respects a range of opinions about texts. Recognises key elements that shape texts for particular audiences.	Recognises and responds to most structural and linguistic features of significant text types, even when mixed. Can speculate about the appeal of texts for different audiences and purposes. Compares and contrasts to other texts in detail when evaluating success, effectiveness etc.
<b>Inference</b>	Comprehends a range of implicit meanings. Habitually considers the impact of a text on self, monitoring stimulus words, ideas etc. Understands that other reactions are possible. Considers what the author may have intended to achieve.	Understands that different readers may make different interpretations. Recognises that different experiences of life and literature may predispose readers in particular ways. Habitually considers authorial intent, referring to evidence in the text.	Can speculate how different readers may react in different ways to text. Makes confident assessments of authorial intent, referring in detail to words, phrases, stock characters and other devices used to manipulate reader response.
<b>Deduction</b>	Forms valid and well-justified conclusions based on detailed reference to text. Understands significant ideas, themes, structures etc Appreciates and responds to a range of relationships and between characters, settings, events etc.	Select sentences, phrases and other relevant information to support conclusions. Consciously selects and deploys appropriate strategies to ensure that meaning is accurately and comprehensively understood.	<i>Discusses range of possible deductions and evaluates most likely</i>
<b>Information retrieval</b>	Can retrieve and collate information from a range of sources. Is beginning to attribute information found. Is beginning to plan and manage own reading for a range of purposes.	Selects and collates key points from a range of texts. Attributes information to source texts. Can conduct planned research in response to questions and stimuli. Can make good use of texts not related to personal taste.	Compares and contrasts information from a variety of sources. Selects and collates essential points, attributing to sources. Identifies own research needs and manages reading accordingly. Assertively uses texts to support reading purpose, regardless of personal taste or preference.
<b>Decoding</b>	Tackles challenging texts rapidly, accurately and with confidence. Concentrates over extended periods and extended texts, maintaining comprehension throughout. Reads aloud using voice appropriately; <i>may vary voices for different character etc.</i>	<i>Uses knowledge of words to read and understand new vocabulary, e.g., technical vocabulary (polyhedron etc)</i>	

