

Reading Assessment Levels

**BAND 1 - PINK**

**WORKING TOWARDS NC LEVEL 1 (Reception)**

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><b><u>Word recognition and phonic knowledge</u></b></p> <ul style="list-style-type: none"> <li>▪ Locate familiar words and use them to check own reading</li> <li>▪ Can name some letters (capitals and lower case)</li> <li>▪ Distinguish one sound from another (<i>PiPs Step 1</i>)</li> <li>▪ Show awareness of rhyme and alliteration (<i>PiPs Step 1</i>)</li> <li>▪ Recognise rhythm in spoken words (<i>PiPs Step 1</i>)</li> </ul> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Use language patterns (syntax)</li> <li>▪ Expect written text to make sense</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Can recognise front and back cover</li> <li>▪ Understands that print conveys meaning</li> <li>▪ Can differentiate between text and illustration</li> <li>▪ Locate title</li> <li>▪ Open front cover</li> <li>▪ Turn pages appropriately</li> <li>▪ Understand that left page comes before right</li> <li>▪ Understand that we read print from left to right</li> <li>▪ Knows where text starts</li> <li>▪ Match spoken word to printed word (one-to-one corresponding)</li> </ul>	<p><b><u>Use of context</u></b></p> <ul style="list-style-type: none"> <li>▪ Use the meaning of the text (contextual cues)</li> </ul> <p><b><u>Interpretation and response</u></b></p> <ul style="list-style-type: none"> <li>▪ With support/guidance, can comment on texts, e.g. on personality of main characters</li> <li>▪ Begins to be aware of the way stories are structured</li> <li>▪ Can talk about stories and use pictures to support</li> <li>▪ Predict the story line and some vocabulary</li> </ul> <p><b><u>Attitude</u></b></p> <ul style="list-style-type: none"> <li>▪ Can choose a book and explain choice</li> </ul>

**BAND 2 - RED**

**WORKING TOWARDS NC LEVEL 1 (Reception)**

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><b><u>Word recognition and phonic knowledge</u></b></p> <ul style="list-style-type: none"> <li>▪ Recognises familiar words in simple text</li> <li>▪ Recognises print structure of a word, individual letters and the space between words</li> <li>▪ Hears and says phonemes in initial position (<i>PiPs Step 2</i>)</li> <li>▪ Knows some phoneme-grapheme correspondences (<i>PiPs Step 2</i>)</li> </ul> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Use known words to check and confirm reading</li> <li>▪ Predict from meaning, syntax and print to solve new words</li> </ul> <p><b><u>Knowing how text works</u></b></p> <ul style="list-style-type: none"> <li>▪ Locate and recall title</li> <li>▪ Consolidate secure control of one to one matching</li> <li>▪ Start to read more rhythmically or use phrasing while maintaining track of print</li> </ul>	<p><b><u>Use of context</u></b></p> <ul style="list-style-type: none"> <li>▪ Knows that information can be retrieved from books and other texts</li> <li>▪ Predict the story line and some vocabulary</li> <li>▪ Repeat words, phrases or sentences to check, confirm or modify own reading</li> </ul> <p><b><u>Interpretation and response</u></b></p> <ul style="list-style-type: none"> <li>▪ With support/guidance, can comment on texts, e.g. on personality of main characters</li> <li>▪ Retells narratives in the correct sequence, drawing on language patterns of stories</li> </ul> <p><b><u>Attitude</u></b></p> <ul style="list-style-type: none"> <li>▪ Chooses a book and explains choice</li> <li>▪ Say how they feel about stories and poems</li> </ul>

## Reading Assessment Levels

### BAND 3- YELLOW

### 1C- Just NC LEVEL 1 (Year 1)

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><u><b>Word recognition and phonic knowledge</b></u></p> <ul style="list-style-type: none"> <li>▪ Note familiar words and letter clusters and use these to get to unknown words e.g. look - took (<i>PIPs Step 2-4</i>)</li> <li>▪ Identifies initial sounds in unfamiliar words. Recognises and sounds out some letters in other positions. (<i>PIPs Step 2-4</i>)</li> <li>▪ When prompted, uses phonics with picture cues to work out some words.</li> </ul> <p><u><b>Grammatical awareness</b></u></p> <ul style="list-style-type: none"> <li>▪ Take more note of punctuation to support the use of grammar and oral language rhythms</li> <li>▪ Search for information in print to predict, confirm or attempt new words while reading.</li> <li>▪ Can cope with two or three lines of a text on a page.</li> </ul> <p><u><b>Knowing how texts work</b></u></p> <ul style="list-style-type: none"> <li>▪ Follow print with eyes, finger-pointing only at points of difficulty</li> <li>▪ Cross-check all sources of information more quickly while reading</li> </ul>	<p><u><b>Use of context</b></u></p> <ul style="list-style-type: none"> <li>▪ Predict in more detail</li> <li>▪ Notice relationships between one text and another</li> </ul> <p><u><b>Interpretation and response</b></u></p> <ul style="list-style-type: none"> <li>▪ Recognises that additional information may be contained in illustrations, diagrams etc</li> <li>▪ Is aware of some main ideas and events from own reading of simple texts</li> </ul> <p><u><b>Attitude</b></u></p> <ul style="list-style-type: none"> <li>▪ Uses simple words to demonstrate likes or dislikes in response to events and ideas in poems, stories and non-fiction</li> <li>▪ Comments spontaneously on perceived links with own life experience or other experiences, e.g. films, books</li> </ul>

### BAND 4- BLUE

### 1C-Secure NC LEVEL 1 (Year 1)

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p>
<p><u><b>Word recognition and phonic knowledge</b></u></p> <ul style="list-style-type: none"> <li>▪ Decodes c-v-c words (<i>PIPs Steps 2-4</i>)</li> <li>▪ With support, can apply knowledge of letters, sounds and analogy with known vocabulary to solve new words (<i>PIPs Steps 2-4</i>)</li> <li>▪ Recognises familiar words in simple texts</li> </ul> <p><u><b>Grammatical awareness</b></u></p> <ul style="list-style-type: none"> <li>▪ Self-correct more rapidly on-the-run</li> <li>▪ Move through text attending to meaning, print and sentence structure flexibly</li> <li>▪ Solve new words using print information along with attention to meaning</li> <li>▪ Begins to use strategies beyond picture/phonic cues, e.g. reading on to the end of a sentence</li> </ul> <p><u><b>Knowing how texts work</b></u></p> <ul style="list-style-type: none"> <li>▪ Has confidence to tackle texts in unfamiliar formats (e.g. books from sources other than core reading scheme)</li> <li>▪ Manage a greater variety of text types</li> <li>▪ With support, draws simple conclusions by relating information in illustrations and diagrams to content of text.</li> </ul>	<p><u><b>Use of context</b></u></p> <ul style="list-style-type: none"> <li>▪ Establishes meaning when reading simple texts aloud; spontaneously re-reads some sentences with expression</li> <li>▪ Re-read to enhance phrasing and clarify precise meaning</li> </ul> <p><u><b>Interpretation and response</b></u></p> <ul style="list-style-type: none"> <li>▪ With support, recognises empathy with main points in books in relation to own life experience.</li> <li>▪ Expresses main events or ideas from own reading of simple texts in response to questions or prompts</li> <li>▪ Shows an understanding of the elements of stories such as character, setting, events</li> <li>▪ Discuss content of the text in a manner which indicates precise understanding</li> </ul> <p><u><b>Attitude</b></u></p> <ul style="list-style-type: none"> <li>▪ Comments on interesting or enjoyable aspects of books</li> </ul>

# Reading Assessment Levels

## BAND 5- GREEN

## NC Lower LEVEL 1B (Year 1)

<p><b>READING: <i>Strategies, expression, fluency.</i></b></p> <p><b><u>Word recognition and phonic knowledge</u></b></p> <ul style="list-style-type: none"> <li>▪ Decodes c-v-c words (<i>PIPs Steps 2-4</i>)</li> <li>▪ Independently applies some knowledge of sounds, letters and words to read simple texts (<i>PIPs Steps 2-4</i>)</li> <li>▪ Reads an increasing range of familiar words in simple texts</li> </ul> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Begins to use strategies beyond picture/phonic cues e.g. reading on to the end of a sentence</li> <li>▪ Solve new words using print detail while attending to meaning and syntax</li> <li>▪ Read fluently with attention to a range of punctuation</li> <li>▪ Is aware of need to establish meaning in own reading</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Has confidence to tackle texts in unfamiliar formats (e.g. books from sources other than core reading scheme)</li> <li>▪ With support, draws simple conclusions by relating information in illustrations and diagrams to content of text</li> <li>▪ Track visually additional lines of print without difficulty</li> <li>▪ With two or three lines of print on a page, can track without finger pointing</li> <li>▪ Can express some simple additional understanding from details contained in illustrations, diagrams etc.</li> </ul>	<p><b>RESPONSE TO TEXT: <i>Comprehension, opinion, reference to text (inference)</i></b></p> <p><b><u>Use of context</u></b></p> <ul style="list-style-type: none"> <li>▪ Establishes meaning when reading simple texts aloud; spontaneously re-reads some sentences with expression</li> <li>▪ Tries to predict next word, idea etc.</li> </ul> <p><b><u>Interpretation and response</u></b></p> <ul style="list-style-type: none"> <li>▪ With support, recognises empathy with main points in books in relation to own life experiences</li> <li>▪ Expresses main events or ideas from own reading of simple texts in response to questions or prompts</li> <li>▪ Shows an understanding of the elements of stories such as character, setting, events</li> <li>▪ Independently recognises some links between own life and events, characters, ideas, information in books</li> <li>▪ Make simple deductions with help and prompts</li> <li>▪ Discuss and interpret character and plot more fully</li> <li>▪ May identify the main character in a story, or the subject of a non-fiction text</li> <li>▪ Understands and can retell some main events or ideas from own reading of simple texts</li> </ul> <p><b><u>Attitude</u></b></p> <ul style="list-style-type: none"> <li>▪ Comments on interesting or enjoyable aspects of books</li> <li>▪ Spontaneously expresses simple likes and dislikes in familiar texts.</li> <li>▪ With encouragement, is beginning to respond to a wider range of text types - stories, poetry, non-fiction</li> <li>▪ Manage effectively a growing variety of texts</li> </ul>
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## BAND 6- ORANGE

## NC Upper LEVEL 1B (Year 1)

<p><b>READING: <i>Strategies, expression, fluency.</i></b></p> <p><b><u>Word recognition and phonic knowledge</u></b></p> <ul style="list-style-type: none"> <li>▪ Use phonic knowledge together with context to solve unfamiliar words (<i>PIPs Step 5, 6 &amp; 7</i>)</li> <li>▪ Independently applies some knowledge of sounds, letters and words to read simple texts (<i>PIPs Step 5</i>)</li> <li>▪ Search for and use familiar elements within words to read longer words (<i>PIPs Step 5, 6 &amp; 7</i>)</li> <li>▪ Reads an increasing range of familiar words in simple texts</li> <li>▪ Refer to illustrations but work out vocabulary without heavy reliance on them</li> </ul> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Attend to a greater range of punctuation and text layout to read dialogue, plays and simple non-fiction text appropriately</li> <li>▪ Read somewhat longer phrases and more complex sentences than at earlier bands</li> <li>▪ Cross-check information from meaning, syntax and print on the run</li> <li>▪ Rerun spontaneously to check meaning and self-correct</li> <li>▪ With two or three lines of print on a page, can track without finger pointing</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Begin to use appropriate terminology when discussing different types of text</li> <li>▪ Get started on fiction after briefer introductions</li> <li>▪ Make good use of quite a brief introduction to a new book</li> <li>▪ Express some simple additional understanding from details contained in illustrations, diagrams etc</li> </ul>	<p><b>RESPONSE TO TEXT: <i>Comprehension, opinion, reference to text (inference)</i></b></p> <p><b><u>Use of context</u></b></p> <ul style="list-style-type: none"> <li>▪ Tries to predict next word, idea etc.</li> <li>▪ Is aware of need to establish meaning in own reading</li> </ul> <p><b><u>Interpretation and response</u></b></p> <ul style="list-style-type: none"> <li>▪ Infer meaning from the text</li> <li>▪ May identify the main character in a story, or the subject of a non-fiction text</li> <li>▪ Independently recognises some links between own life and events, characters, ideas, information books</li> <li>▪ Check information in text with illustrations and personal experience and comment on the content</li> <li>▪ Understands and can retell some main events or ideas from own reading of simple texts</li> </ul> <p><b><u>Attitude</u></b></p> <ul style="list-style-type: none"> <li>▪ Spontaneously expresses simple likes and dislikes in familiar texts.</li> <li>▪ With encouragement, is beginning to respond to a wider range of text types - stories, poetry, non-fiction</li> </ul>
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## Reading Assessment Levels

### BAND 7- TURQUOISE

### NC LEVEL 1A (Year 1/2)

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p> <p><b><u>Word recognition and phonic knowledge</u></b></p> <ul style="list-style-type: none"> <li>▪ Reads taught high frequency words accurately</li> <li>▪ Tackle a higher ratio of more complex words, making use of phonic knowledge and syllables (<i>PIPs Steps 6 &amp; 7</i>)</li> <li>▪ Predominantly uses phonic strategy to decode unfamiliar vocabulary. (<i>PIPs Steps 6 &amp; 7</i>)</li> <li>▪ Is beginning to try at least one other strategy to decode in unfamiliar words.</li> </ul> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Use punctuation and text layout to read with a greater range of expression and control</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Begin to take responsibility for reading title, blurbs, looking through new books, deciding the type of text, and predicting some of the content</li> <li>▪ Is aware of different text types and that they have different purposes</li> <li>▪ Approach different text types with increasing flexibility and note the key structural features</li> <li>▪ Independently expresses some simple additional understanding from details contained in illustrations, diagrams etc.</li> </ul>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p> <p><b><u>Use of context</u></b></p> <ul style="list-style-type: none"> <li>▪ With support, may make simple predictions</li> <li>▪ Extract meaning from the text while reading with less dependence on illustrations</li> </ul> <p><b><u>Interpretation and response</u></b></p> <ul style="list-style-type: none"> <li>▪ With encouragement, is beginning to express some wider reactions to events or ideas in stories, poems and non-fiction</li> <li>▪ Identifies the main character in a story, or the subject of a non-fiction text</li> <li>▪ Discuss information, characters and reasons for events in the text and offer opinions on the effectiveness of the book</li> <li>▪ Read simple directions and instructions and act on the information</li> </ul> <p><b><u>Attitude</u></b></p> <ul style="list-style-type: none"> <li>▪ Sustain reading through somewhat longer sentence structures and paragraphs</li> <li>▪ Reads simple/familiar texts with increasing confidence and accuracy</li> <li>▪ Spontaneously expresses simple likes and dislikes</li> <li>▪ Comments spontaneously on simple links between own experience and book events, characters etc.</li> </ul>
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### BAND 8- PURPLE

### NC LEVEL 2C (Year 2)

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p> <p><b><u>Word recognition and phonic knowledge</u></b></p> <ul style="list-style-type: none"> <li>▪ Predominantly uses phonic strategy to decode unfamiliar vocabulary (<i>PIPs Steps 6 &amp; 7</i>)</li> <li>▪ Reads taught high frequency words accurately</li> <li>▪ Uses more than one strategy to decode and understand unfamiliar words</li> <li>▪ Use knowledge of high-frequency vocabulary and syllables to read compound words and longer unfamiliar vocabulary</li> <li>▪ Solve most unfamiliar words on the run</li> <li>▪ Reading of a range of simple/familiar texts is generally accurate</li> </ul> <p><b><u>Grammatical awareness</u></b></p> <ul style="list-style-type: none"> <li>▪ Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li> <li>▪ Is beginning to monitor for meaning and to self correct</li> </ul> <p><b><u>Knowing how texts work</u></b></p> <ul style="list-style-type: none"> <li>▪ Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>▪ Use a range of alphabetically-ordered text, e.g. indexes, glossaries</li> <li>▪ Draws simple reasoned conclusions from events and ideas in text and illustrations/diagrams</li> <li>▪ Notices broad differences and similarities between familiar texts</li> <li>▪ Suggest what information a non-fiction text may contain</li> <li>▪ Adapt to fiction, non-fiction or poetic language with growing flexibility, adjusting reading pace to the text type</li> </ul>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p> <p><b><u>Use of context</u></b></p> <ul style="list-style-type: none"> <li>▪ With support, may make simple predictions</li> <li>▪ Makes simple predictions about what might happen next in a story</li> <li>▪ Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> </ul> <p><b><u>Interpretation and response</u></b></p> <ul style="list-style-type: none"> <li>▪ With encouragement is beginning to express some wider reactions to events or ideas in stories, poems and non-fiction</li> <li>▪ In scaffolded discussion, may recognise simple cause and effect and other relationships of elements within texts</li> <li>▪ Discuss story themes, characters and settings with reference to words and phrases in the text</li> <li>▪ Take more conscious account of literary effects used by writers</li> </ul> <p><b><u>Attitude</u></b></p> <ul style="list-style-type: none"> <li>▪ Spontaneously expresses simple likes and dislikes</li> <li>▪ Comments spontaneously on simple links between own experience and book events, characters etc</li> <li>▪ Expresses opinions about major events, ideas and information in stories, poems and non-fiction</li> <li>▪ May begin to identify specific elements that are liked and disliked</li> </ul>
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## Reading Assessment Levels

### BAND 9- GOLD

### NC LEVEL 2B (Year 2)

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p> <p><u><b>Word recognition and phonic knowledge</b></u></p> <ul style="list-style-type: none"> <li>▪ Predominantly uses phonic strategy to decode unfamiliar vocabulary (<i>PIPs Steps 6 &amp; 7</i>)</li> <li>▪ Reads taught high frequency words accurately</li> <li>▪ Uses more than one strategy to decode and understand unfamiliar words</li> <li>▪ Use knowledge of high-frequency vocabulary and syllables to read compound words and longer unfamiliar vocabulary</li> <li>▪ Solve most unfamiliar words on the run</li> <li>▪ Reading of a range of simple/familiar texts is generally accurate</li> </ul> <p><u><b>Grammatical awareness</b></u></p> <ul style="list-style-type: none"> <li>▪ Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences</li> <li>▪ Is beginning to monitor for meaning and to self correct</li> </ul> <p><u><b>Knowing how texts work</b></u></p> <ul style="list-style-type: none"> <li>▪ Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>▪ Use a range of alphabetically-ordered text, e.g. indexes, glossaries</li> <li>▪ Draws simple reasoned conclusions from events and ideas in text and illustrations/diagrams</li> <li>▪ Notices broad differences and similarities between familiar texts</li> <li>▪ Suggest what information a non-fiction text may contain</li> <li>▪ Adapt to fiction, non-fiction or poetic language with growing flexibility, adjusting reading pace to the text type</li> </ul>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p> <p><u><b>Use of context</b></u></p> <ul style="list-style-type: none"> <li>▪ With support, may make simple predictions</li> <li>▪ Makes simple predictions about what might happen next in a story</li> <li>▪ Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax</li> </ul> <p><u><b>Interpretation and response</b></u></p> <ul style="list-style-type: none"> <li>▪ With encouragement is beginning to express some wider reactions to events or ideas in stories, poems and non-fiction</li> <li>▪ In scaffolded discussion, may recognise simple cause and effect and other relationships of elements within texts</li> <li>▪ Discuss story themes, characters and settings with reference to words and phrases in the text</li> <li>▪ Take more conscious account of literary effects used by writers</li> </ul> <p><u><b>Attitude</b></u></p> <ul style="list-style-type: none"> <li>▪ Spontaneously expresses simple likes and dislikes</li> <li>▪ Comments spontaneously on simple links between own experience and book events, characters etc</li> <li>▪ Expresses opinions about major events, ideas and information in stories, poems and non-fiction</li> <li>▪ May begin to identify specific elements that are liked and disliked</li> </ul>
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### BAND 10- WHITE

### NC LEVEL 2A (Year 2)

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p> <p><u><b>Word recognition and phonic knowledge</b></u></p> <ul style="list-style-type: none"> <li>▪ Notice the spelling of unfamiliar words and relate to known words</li> </ul> <p><u><b>Grammatical awareness</b></u></p> <ul style="list-style-type: none"> <li>▪ Reads aloud confidently, using expression and intonation</li> <li>▪ Usually reads with reasonable fluency and accuracy</li> <li>▪ Show increased awareness of vocabulary and precise meaning</li> <li>▪ Reads silently most of the time</li> </ul> <p><u><b>Knowing how texts work</b></u></p> <ul style="list-style-type: none"> <li>▪ Look through a variety of texts with growing independence to predict content, layout and story development</li> <li>▪ Comments on the ways in which the book is written or presented</li> <li>▪ Uses knowledge of the alphabet to locate information in dictionaries, indexes etc</li> </ul>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p> <p><u><b>Use of context</b></u></p> <ul style="list-style-type: none"> <li>▪ Recognises facts and uses headings to find particular points</li> <li>▪ Use text more fully as a reference and as a model</li> <li>▪ Chooses and uses a range of text types with understanding of purpose</li> <li>▪ Search for and find information in texts more flexibly</li> </ul> <p><u><b>Interpretation and response</b></u></p> <ul style="list-style-type: none"> <li>▪ Refers to characters, events, setting etc.</li> <li>▪ Understands beginning, middle, end and uses this knowledge to retell main points of a story</li> <li>▪ Identifies key words and passages when responding to questions</li> <li>▪ Recalls main elements of text content in response to questions</li> <li>▪ Offer and discuss interpretations of text and the use of simple poetical and metaphorical language</li> <li>▪ Is beginning to evaluate one text against others, comparing and contrasting main elements</li> <li>▪ Begins to justify simple predictions in terms of other reading experience</li> <li>▪ With support, can draw conclusions using identified information/ideas within text</li> <li>▪ Independently accesses some additional meaning from text and illustrations by linking elements and recognising relationships</li> <li>▪ Suggests extensions or alternative to plot</li> <li>▪ Identifies and discuss main characters</li> </ul> <p><u><b>Attitude</b></u></p> <ul style="list-style-type: none"> <li>▪ May begin to explain likes and dislikes in detail</li> <li>▪ Express reasoned opinions about what is read, and compare texts</li> <li>▪ Sustain interest in a longer text, returning to it easily after a break</li> </ul>
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# Reading Assessment Levels

## BAND 11- Lime

## NC LEVEL Lower 3 (Year 2/ 3)

<p><b>READING: <i>Strategies, expression, fluency.</i></b></p> <p><u>Word recognition and phonic knowledge</u></p> <ul style="list-style-type: none"> <li>▪ Take note and devise ways to remember the meaning and spelling of unfamiliar words</li> <li>▪ Usually reads with reasonable fluency and accuracy</li> </ul> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>▪ Read silently most of the time, adjusting speed of reading to suit material and monitoring the precise meaning</li> <li>▪ Self corrects spontaneously</li> <li>▪ Read independently, using strategies appropriately to establish meaning</li> </ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"> <li>▪ Make use of blurbs, chapter headings, glossaries, indexes and procedural texts to search for and locate information quickly and accurately</li> <li>▪ Use experience of reading a variety of material to recognise text type and predict layout and general content</li> <li>▪ Can recognise the main differences between fiction and non-fiction texts</li> <li>▪ Chooses and uses a widening range of text types appropriately</li> </ul>	<p><b>RESPONSE TO TEXT: <i>Comprehension, opinion, reference to text (inference)</i></b></p> <p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>▪ Can extract information from non-fiction</li> <li>▪ Recalls main elements of text content in response to questions</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>▪ Express reasoned opinions about what is read, and compare texts</li> <li>▪ Investigate and identify the styles and voice of a range of different text types including plays, poetry, narrative, procedural and explanatory texts</li> <li>▪ Shows understanding of main points</li> <li>▪ Makes sensible predictions</li> <li>▪ Uses appropriate voices for characters</li> <li>▪ Adopts a story telling voice</li> <li>▪ Rerun to make different interpretations of dialogue, more complex sentences, unfamiliar language etc.</li> <li>▪ With support can draw conclusions using identified information/ideas within a text</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>▪ Sustain interest in longer texts, returning easily to them after a break</li> <li>▪ Expresses reading preferences</li> <li>▪ Explains some likes and dislikes, beginning to refer to elements in the text</li> <li>▪ Is beginning to evaluate one text against others, comparing and contrasting main elements</li> <li>▪ Raises larger numbers of relevant questions when reading non-fiction</li> <li>▪ Expresses curiosity when reading fiction and poetry</li> <li>▪ Is more confident in relating self to the world of a book</li> </ul>
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## BAND 12

## NC LEVEL Upper 3 (Year 4)

<p><b>READING: <i>Strategies, expression, fluency.</i></b></p> <p><u>Word recognition and phonic knowledge</u></p> <p><u>Grammatical awareness</u></p> <ul style="list-style-type: none"> <li>▪ Pauses appropriately in response to punctuation and/or meaning</li> </ul> <p><u>Knowing how texts work</u></p> <ul style="list-style-type: none"> <li>▪ Uses a variety of information texts to answer own queries</li> <li>▪ Uses detailed knowledge of alphabet to find books and locate information quickly</li> <li>▪ Identifies a range of key genres and knows some main characteristics</li> </ul>	<p><b>RESPONSE TO TEXT: <i>Comprehension, opinion, reference to text (inference)</i></b></p> <p><u>Use of context</u></p> <ul style="list-style-type: none"> <li>▪ Justifies prediction and opinions by referring to the text</li> <li>▪ Responds accurately and with supporting detail when answering questions</li> <li>▪ Knows where to look for answers in the text</li> <li>▪ Reads ahead to determine direction in meaning</li> </ul> <p><u>Interpretation and response</u></p> <ul style="list-style-type: none"> <li>▪ Responds to the tension in a story</li> <li>▪ Is beginning to recognise elements of authorial style</li> <li>▪ In fiction, recognises the need to go beyond literal comprehension in order to access the full meaning of text</li> <li>▪ Responds by articulating understanding of main points, including cause/effect and other relationships of ideas, information etc.</li> <li>▪ Habitually looks for links and draws conclusions</li> <li>▪ Can interpret/paraphrase text without losing meaning</li> </ul> <p><u>Attitude</u></p> <ul style="list-style-type: none"> <li>▪ Is beginning to reflect on enjoyment and usefulness of reading a range of text types</li> <li>▪ Habitually and confidently relates own experience to reading</li> <li>▪ Independently reads an increasing range of text types fluently and accurately</li> </ul>
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## Reading Assessment Levels

### BAND 13

### NC LEVEL Lower 4 (Year 5)

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p> <p><u><b>Word recognition and phonic knowledge</b></u></p> <p><u><b>Grammatical awareness</b></u></p> <ul style="list-style-type: none"> <li>▪ Shows awareness of the listener through use of pauses, emphasis and pace to entertain and maintain interest</li> <li>▪ Understands how the meaning of sentences is shaped by punctuation, word order and connectives</li> </ul> <p><u><b>Knowing how texts work</b></u></p> <ul style="list-style-type: none"> <li>▪ Locates and uses information</li> <li>▪ Uses index and headings to navigate non-fiction text</li> <li>▪ Knows an increasing range of text types, genres etc. and their main characteristics</li> <li>▪ Indicates main ideas in text, including chronological structure, cause/effect and plot</li> </ul>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p> <p><u><b>Use of context</b></u></p> <ul style="list-style-type: none"> <li>▪ Identifies key points when reading an appropriate text</li> <li>▪ Uses evidence from the text to justify opinion</li> <li>▪ Finds relevant words in a text without prompting</li> <li>▪ Knows where and how to look for answers in the text</li> </ul> <p><u><b>Interpretation and response</b></u></p> <ul style="list-style-type: none"> <li>▪ Shows understanding of significant ideas, themes, events and characters</li> <li>▪ With help shows that they have used inference and deduction</li> <li>▪ Responds in increasing detail when answering questions</li> <li>▪ Expresses understanding in own words rather than just repeating</li> <li>▪ Links key elements from different sections of text to build a detailed understanding and draw further conclusions</li> <li>▪ Is beginning to recognise that there may be a deeper meaning, or theme, underlying the plot</li> <li>▪ Recognises that certain words and phrases create particular responses in the reader</li> <li>▪ Quotes textual details as part of evaluation</li> <li>▪ Begins to respond with empathy to elements of fiction and poetry</li> </ul> <p><u><b>Attitude</b></u></p> <ul style="list-style-type: none"> <li>▪ Concentrates on reading for longer periods and can persevere with longer texts</li> <li>▪ Reads a wide range of text types rapidly and accurately</li> </ul>
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### BAND 14

### NC LEVEL Upper 4 (Year 6)

<p><b>READING:</b> <i>Strategies, expression, fluency.</i></p> <p><u><b>Word recognition and phonic knowledge</b></u></p> <p><u><b>Grammatical awareness</b></u></p> <ul style="list-style-type: none"> <li>▪ Identifies expressive, figurative and descriptive language used to create effects in poetry and prose</li> <li>▪ Recognises complex sentences</li> <li>▪ Reads aloud, using voice appropriately to give full value to meaning, pace, tension etc.</li> </ul> <p><u><b>Knowing how texts work</b></u></p> <ul style="list-style-type: none"> <li>▪ Recognises the ways writers present issues and points of view in fiction or non-fiction</li> <li>▪ Identifies how language is used and structured in a range of texts</li> <li>▪ Locates ideas and information quickly in a range of resources; uses index, contents list, library guides etc.</li> <li>▪ Recognises and identifies the language conventions of a range of texts</li> </ul>	<p><b>RESPONSE TO TEXT:</b> <i>Comprehension, opinion, reference to text (inference)</i></p> <p><u><b>Use of context</b></u></p> <ul style="list-style-type: none"> <li>▪ Refers to the text to support predictions and opinions</li> <li>▪ Locates relevant information and use finding coherently</li> <li>▪ Identifies fact and opinion in a text</li> <li>▪ Concentrates over extended periods and extended texts, maintaining comprehension throughout</li> <li>▪ Uses skimming, scanning and note-making to identify the gist or key points in a text</li> </ul> <p><u><b>Interpretation and response</b></u></p> <ul style="list-style-type: none"> <li>▪ Show by their answers that they have read beyond the literal</li> <li>▪ Offers detailed and well justified opinions offering both praise and criticism appropriately</li> <li>▪ May suggest possible improvements or sequels for texts</li> <li>▪ Recognises elements of authorial style and is sensitive to their effects</li> <li>▪ Can explain how authors create particular effects in reader response - powerful vocabulary, questions, stock phrases etc.</li> <li>▪ Discusses what an author may have been trying to achieve with particular sections of text</li> <li>▪ Forms valid and well-justified conclusions based on textual evidence</li> <li>▪ Understands significant ideas, themes and structures etc.</li> <li>▪ Appreciates and responds to a range of relationships and between characters, settings, events etc.</li> </ul> <p><u><b>Attitude</b></u></p> <ul style="list-style-type: none"> <li>▪ Tackles unfamiliar and challenging texts with confidence</li> <li>▪ Tackles challenging texts rapidly, accurately and with increasing confidence</li> </ul>
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## Reading Assessment Levels

### BAND 15

### NC LEVEL Lower 5 (Year 6)

<p><b>READING: <i>Strategies, expression, fluency.</i></b></p> <p><u><b>Word recognition and phonic knowledge</b></u></p> <p><u><b>Grammatical awareness</b></u></p> <ul style="list-style-type: none"> <li>▪ Reads aloud using voice appropriately, may vary voices for different characters etc.</li> <li>▪ Uses voice and language to engage the reader</li> </ul> <p><u><b>Knowing how texts work</b></u></p> <ul style="list-style-type: none"> <li>▪ Recognises that different texts appeal to different audiences</li> <li>▪ Can retrieve and collate information from a range of sources</li> <li>▪ Identifies key features, themes and characters across a range of appropriate texts</li> </ul>	<p><b>RESPONSE TO TEXT: <i>Comprehension, opinion, reference to text (inference)</i></b></p> <p><u><b>Use of context</b></u></p> <ul style="list-style-type: none"> <li>▪ Selects relevant information from a range of appropriate texts</li> <li>▪ Draws on detail to give persuasive answer to questions</li> <li>▪ Uses note-making effectively to summarise the main points in a text</li> <li>▪ Forms valid and well justified conclusions based on detail and reference to text</li> </ul> <p><u><b>Interpretation and response</b></u></p> <ul style="list-style-type: none"> <li>▪ Selects sentences, phrases and relevant information to justify opinions</li> <li>▪ Clearly understands the story</li> <li>▪ Explains implied meanings making reference to text</li> <li>▪ Comprehends a range of implicit meanings</li> <li>▪ Habitually considers the impact of a text on self, monitoring stimulus words, ideas etc. understands that other reactions are possible.</li> <li>▪ Considers what the author may have intended to achieve</li> <li>▪ Understands significant ideas, themes, structures etc.</li> <li>▪ Appreciates and responds to a range of relationships and between characters, settings and events etc</li> </ul> <p><u><b>Attitude</b></u></p> <ul style="list-style-type: none"> <li>▪ Is beginning to plan and manage own reading for a range of purposes</li> <li>▪ Tackles challenging texts rapidly, accurately and with confidence</li> <li>▪ Concentrates over extended periods and extended texts, maintaining comprehension throughout</li> </ul>
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### BAND 16

### NC LEVEL Upper 5 (Year 7)

<p><b>READING: <i>Strategies, expression, fluency.</i></b></p> <p><u><b>Word recognition and phonic knowledge</b></u></p> <p><u><b>Grammatical awareness</b></u></p> <p><u><b>Knowing how texts work</b></u></p> <ul style="list-style-type: none"> <li>▪ Retrieves and collates information from a range of sources</li> <li>▪ Recognises and discusses the elements and purposes of different text structures, e.g. reports, procedures, narratives etc.</li> </ul>	<p><b>RESPONSE TO TEXT: <i>Comprehension, opinion, reference to text (inference)</i></b></p> <p><u><b>Use of context</b></u></p> <p><u><b>Interpretation and response</b></u></p> <ul style="list-style-type: none"> <li>▪ Uses inference and deduction with confidence</li> <li>▪ Describes and evaluates authors' use of techniques, e.g. narrative structure, themes or figurative language, justifying interpretations by reference to the text</li> <li>▪ Communicates a sense of the hidden irony</li> <li>▪ Reads and comprehends texts that is abstract and removed from personal experience</li> <li>▪ Makes critical comparisons between texts</li> <li>▪ Compares and contrasts information from a variety of sources</li> <li>▪ Discusses a range of possible deductions and evaluates most likely</li> <li>▪ Can speculate how readers may react in different ways to text</li> <li>▪ Makes confident assessments of authorial intent, referring in detail to words, phrases, stock characters and other devices used to manipulate reader response</li> <li>▪ Compares and contrasts to other texts in detail when evaluating success, effectiveness etc.</li> <li>▪ Recognises and responds to most structured and linguistic features of significant text types, even when mixed</li> <li>▪ Can speculate about the appeal of texts for different audiences and purposes</li> </ul> <p><u><b>Attitude</b></u></p> <ul style="list-style-type: none"> <li>▪ Assertively uses texts to support reading purpose, regardless of personal taste or preference</li> <li>▪ Identifies own research needs and manages reading accordingly</li> </ul>
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