

**READING - Criteria for National Standards Achievement Judgements – National Standards and Learning Progressions Booklets**

School-Wide Main Focus Goals	BY END OF YEAR 1 (Level 1)	BY END OF YEAR 2 (Level 1)
1. Use processes and strategies necessary to access meaning (decoding, etc.)	After one year at school, students are reading, responding to, and thinking critically about a variety of fiction and non-fiction texts at Green level. They use a range of sources of information in the text, along with their prior knowledge, to make sense of the texts they read. They know that reading should be phrased, and they read at an appropriate pace. With some teacher guidance, students use strategies such as asking questions and making inferences to help them think more deeply about the ideas in the text.	After two years at school, students are reading, responding to, and thinking critically about a variety of fiction and non-fiction texts at Turquoise level. They read longer texts with increasing independence and with appropriate intonation, expression, and phrasing. They flexibly use the sources of information in text, in combination with their prior knowledge, to make meaning and consider new ideas. (Their prior knowledge includes ideas and information from their culture, from their language, and from other texts they have read.)
2. Read for pleasure and purpose, and seek and make meaning of information and ideas from a range of text forms (comprehension).	When students at this level read, respond to, and think critically about texts, they: <ul style="list-style-type: none"> <li>• understand that we read to get meaning;</li> <li>• confidently approach challenges in their reading and persevere when they are having difficulties, because they know how to problem-solve;</li> <li>• monitor their own reading and self-correct where necessary, using strategies such as rerunning text or checking further sources of information;</li> <li>• use a variety of comprehension strategies to interpret and respond to a range of texts.</li> </ul>	With teacher guidance, students draw on a wider range of comprehension strategies to help them think more deeply about what they read.
3. Question and critically examine information and ideas (thinking and interpreting)	When students at this level read, respond to, and think critically about texts, they: <ul style="list-style-type: none"> <li>• understand that texts have purposes and are written for audiences;</li> <li>• take appropriate action when they lose meaning, both at the sentence level and across larger sections of the text, without affecting the pace of their reading;</li> <li>• use comprehension strategies to: <ul style="list-style-type: none"> <li>○ locate and interpret ideas and information that are directly stated or explicit in the text or illustrations</li> <li>○ respond to ideas, plots, and characters</li> <li>○ think critically about aspects such as the theme or ideas;</li> </ul> </li> <li>• make appropriate choices of texts for independent reading.</li> </ul>	When students at this level read, respond to, and think critically about texts, they: <ul style="list-style-type: none"> <li>• understand that texts have purposes and are written for audiences;</li> <li>• take appropriate action when they lose meaning, both at the sentence level and across larger sections of the text, without affecting the pace of their reading;</li> <li>• use comprehension strategies to: <ul style="list-style-type: none"> <li>○ locate and interpret ideas and information that are directly stated or explicit in the text or illustrations</li> <li>○ respond to ideas, plots, and characters</li> <li>○ think critically about aspects such as the theme or ideas;</li> </ul> </li> <li>• make appropriate choices of texts for independent reading.</li> </ul>

	<p>oy) and produce an associated sound for each one</p> <ul style="list-style-type: none"> <li>○ apply the knowledge that letters can be pronounced in different ways (e.g., <i>about</i>, <i>and</i>, <i>apron</i>)</li> <li>○ apply strategies such as: sounding out words; using knowledge of graphemes (e.g., <i>sh</i>, <i>aw</i>, <i>t</i>, <i>p</i>, <i>or</i>); and using analogy to read words that contain familiar chunks (e.g., <i>est</i>, <i>en</i>, <i>ump</i>);</li> <li>• decoding unfamiliar words by using some knowledge of morphology (e.g., the word endings <i>-s</i>, <i>-ing</i>, and <i>-ed</i>);</li> <li>• applying their knowledge of vocabulary in order to understand words as they decode them and to make meaning at the sentence and whole-text level;</li> <li>• understanding the meaning of basic punctuation features (e.g., full stops, speech marks, and exclamation marks).</li> </ul>	<ul style="list-style-type: none"> <li>• decoding unfamiliar words by: <ul style="list-style-type: none"> <li>○ using their knowledge of grapheme–phoneme relationships to identify both consonant sounds (e.g., <i>s</i>, <i>t</i>, <i>p</i>, <i>sh</i>, <i>th</i>, <i>ch</i>, <i>ng</i>) and vowel sounds (e.g., <i>e</i>, <i>a</i>, <i>o</i>, <i>ai</i>, <i>ow</i>, <i>igh</i>, <i>ou</i>, <i>ee</i>)</li> <li>○ recognising common chunks of words and making analogies to words that look similar</li> <li>○ using their developing knowledge of morphology (such as knowledge of prefixes and suffixes);</li> </ul> </li> <li>• finding the meanings of unknown words by using strategies such as: <ul style="list-style-type: none"> <li>○ rereading text to gather more information</li> <li>○ looking for definitions in the text</li> <li>○ using prior and subsequent information in the sentences</li> <li>○ inferring from the illustrations;</li> </ul> </li> <li>• understanding the meaning of punctuation features such as parentheses and of print features such as bold print and italics.</li> </ul>
--	---	--

School-Wide Main Focus Goals	BY END OF YEAR 3 (Level 2)	BY END OF YEAR 4 (Level 2)
1. Use processes and strategies necessary to access meaning (decoding, etc.)	After three years at school, students are reading, responding to, and thinking critically about a variety of texts at Gold level. They are preparing for the transition to the <i>School Journal</i> as their main source of instructional reading material. They confidently use a range of processing and comprehension strategies to make meaning from and think critically about longer and more complex texts.	By the end of year 4, students use their reading processing and comprehension strategies to read texts appropriate to this level accurately and fluently. They use and integrate a variety of comprehension strategies in order to understand, respond to, and think critically about these texts.
2. Read for pleasure and purpose, and seek and make meaning of information and ideas from a range of text forms (comprehension).	When students at this level read, respond to, and think critically about texts, they: <ul style="list-style-type: none"> <li>• monitor their reading, drawing on a variety of strategies (at the sentence, paragraph, and whole-text level) when their comprehension breaks down;</li> <li>• integrate and use a variety of comprehension strategies, including: <ul style="list-style-type: none"> <li>○ making connections between ideas in the text and their prior knowledge in order to make simple inferences</li> <li>○ identifying and keeping track of ideas and information across longer sections of text and looking for connections between ideas and information</li> <li>○ evaluating information and ideas within a text in terms of their purpose for reading</li> <li>○ identifying a writer's purpose for writing and explaining how they identified it, using evidence from the text.</li> </ul> </li> </ul> They draw on knowledge and skills that include: <ul style="list-style-type: none"> <li>• automatically reading all high-frequency words;</li> <li>• articulating and using a variety of decoding strategies appropriately when they encounter unfamiliar words (e.g., by recognising syllables within words or by applying their knowledge of regular and irregular spelling patterns);</li> <li>• knowing the meanings of some common prefixes (e.g., <i>un-</i>, <i>re-</i>, <i>in-</i>, <i>dis-</i>) and suffixes (e.g., <i>-s</i>, <i>-es</i>, <i>-ed</i>, <i>-ing</i>, <i>-ly</i>, <i>-er</i>, <i>-less</i>, <i>-ful</i>) and understanding how they affect the meanings of words;</li> <li>• knowing the synonyms for, and multiple meanings of, many common words (e.g., <i>left</i>, <i>might</i>, <i>right</i>, <i>fine</i>);</li> </ul>	When students at this level read, respond to, and think critically about texts, they: <ul style="list-style-type: none"> <li>• have a strong sense of what they like to read as well as what they are able to read, and they know where to locate such materials;</li> <li>• select from a variety of strategies to monitor their reading and to use when meaning breaks down (e.g., cross-checking, rereading, using what they know about words and sentence structure, and looking for clues to confirm their predictions and inferences);</li> <li>• meet their purposes for reading by employing specific comprehension strategies, such as: <ul style="list-style-type: none"> <li>○ identifying and summarising main ideas (using their knowledge of text structure)</li> <li>○ making and justifying inferences (using information that is close by in the text)</li> <li>○ making connections between the text and their prior knowledge to interpret figurative language;</li> </ul> </li> <li>• read for sustained periods and sustain meaning in longer texts over time (e.g., when reading junior novels over several days);</li> <li>• can discuss their responses to a variety of texts (e.g., by evaluating the effectiveness of a particular text for a particular purpose).</li> </ul>
3. Question and critically examine information and ideas (thinking and interpreting)		They draw on knowledge and skills that include: Constructing meaning during discussion builds students' metacognition and increases their awareness of the ways in which language is used to influence readers. page 71 <ul style="list-style-type: none"> <li>• automatically reading all high-frequency words;</li> </ul>

	<ul style="list-style-type: none"><li>• applying their knowledge of word families, collocations, and sentence or phrase structures to find the meanings of unknown words;</li><li>• looking for information in visual language features (such as text boxes in non-fiction texts);</li><li>• understanding the purpose of basic punctuation</li></ul>	<ul style="list-style-type: none"><li>• automatically selecting an appropriate decoding strategy when they encounter unknown words;</li><li>• working out the meanings of new words, using strategies such as:<ul style="list-style-type: none"><li>○ applying knowledge of the meanings of most common prefixes (e.g., <i>over-</i>, <i>mis-</i>, <i>sub-</i>, <i>pre-</i>, <i>inter-</i>, <i>semi-</i>, <i>mid-</i>) and most common suffixes (e.g., <i>-ist</i>, <i>-ity</i>, <i>-ty</i>, <i>-ion</i>, <i>-able/-ible</i>, <i>-ness</i>, <i>-ment</i>)</li><li>○ using reference sources (e.g., dictionaries and thesauruses) to find the meanings of new words</li><li>○ inferring word meanings from known roots and affixes (e.g., by using the known meaning of <i>tele-</i> and <i>-port</i> to infer the meaning of <i>teleport</i>);</li></ul></li><li>• working out the meanings of unfamiliar phrases and expressions (e.g., figures of speech) by drawing on their oral language and the context;</li><li>• recognising the features and purposes of some common text types and using this knowledge to navigate and understand texts;</li><li>• using visual language features to support their understanding of the ideas and information in the text.</li></ul>
--	---	---

School-Wide Main Focus Goals	BY END OF YEAR 5 (Level 3) <i>Key Characteristics</i>	BY END OF YEAR 6 (Level 3) Learning Progressions & <i>Key Characteristics</i>
1. Use processes and strategies necessary to access meaning (decoding, etc.)	<p>The transition into <b>year 5</b> brings with it a significant step up in terms of the demand for students to use their reading as an interactive tool for learning. Although they continue to read texts as part of their literacy learning programme, most of the texts that students are now required to read are instructional materials from across the curriculum. The texts and tasks are similar for students in year 5 and year 6. Students read in order to locate, evaluate, and integrate information and ideas within and across a small range of texts as they generate and answer questions to meet specific learning purposes across the curriculum.</p>	
2. Read for pleasure and purpose, and seek and make meaning of information and ideas from a range of text forms (comprehension).	<p>During these two years, students continue to develop their accuracy and fluency as readers of a variety of texts. They increase their level of control and independence in selecting strategies for using texts to support their learning.</p> <p>By the end of <b>year 6</b>, students are required to read longer texts more quickly and to select appropriate strategies for different reading purposes more effectively than students in year 5.</p> <p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> <li>• monitor their reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading (e.g., by varying the speed of reading, by rereading, and by attending to the most important information) when they encounter difficulties;</li> <li>• understand how they select from and use their repertoire of comprehension strategies, which include: <ul style="list-style-type: none"> <li>○ making connections between their prior knowledge and the concrete examples in a text in order to understand abstract ideas in the text</li> <li>○ locating and summarising ideas (e.g., by skimming or scanning, by identifying key words, topic sentences, and key questions, or by using subheadings)</li> <li>○ drawing on several related items of information in order to infer ideas and information that are not directly stated in the text</li> <li>○ evaluating and integrating ideas and information across a small range of texts;</li> </ul> </li> <li>• regularly read for sustained periods and sustain meaning over many days in longer texts (such as novels) and across a variety of texts on the same topic;</li> <li>• identify and reflect on writers' purposes and on the ways in which writers use language and ideas to suit their purposes (e.g., by using vocabulary to set a scene or develop a mood).</li> </ul>	
3. Question and critically examine information and ideas (thinking and interpreting)	<p>They draw on knowledge and skills that include:</p> <ul style="list-style-type: none"> <li>• decoding texts fluently and accurately, using a range of reliable strategies;</li> <li>• finding and learning the meanings of unknown vocabulary by using strategies such as applying their knowledge of how words work or seeking explanations in the text or in illustrations;</li> <li>• understanding that words and phrases can have figurative as well as literal meanings and that some words have different meanings depending on the context;</li> <li>• recognising basic grammatical constructions and understanding how these affect meaning;</li> <li>• identifying the specific language features and structures of many common continuous and non-continuous text types (including mixed text types);</li> <li>• interpreting illustrations, photographs, text boxes, diagrams, maps, charts, and graphs</li> </ul>	



School-Wide Main Focus Goals	BY END OF YEAR 7 (Level 4)	BY END OF YEAR 8 (Level 4)
1. Use processes and strategies necessary to access meaning (decoding, etc.)	<p>During years 7 and 8, students continue to develop their accuracy, fluency, and independence in reading and in using texts to support their learning. This expertise includes reading at a rate that is appropriate to the text and the task.</p> <p>By the end of <b>year 8</b>, students need to be confidently and deliberately choosing the most appropriate strategies to suit their purposes for reading in different learning areas.</p>	
2. Read for pleasure and purpose, and seek and make meaning of information and ideas from a range of text forms (comprehension).	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> <li>• use appropriate skills and technologies to locate and use a range of texts for specific purposes;</li> <li>• increasingly control a repertoire of comprehension strategies that they can use flexibly and draw on when they know they are not comprehending fully, including such strategies as: <ul style="list-style-type: none"> <li>○ using their prior knowledge, along with information in the text, to interpret abstract ideas, complex plots, and sophisticated themes</li> <li>○ identifying and resolving issues arising from competing information in texts</li> <li>○ gathering, evaluating, and synthesising information across a small range of texts</li> <li>○ identifying and evaluating writers' purposes and the ways in which writers use language and ideas to suit their purposes;</li> </ul> </li> <li>• apply some criteria to evaluate texts (e.g., accuracy of information; presence of bias).</li> </ul>	
3. Question and critically examine information and ideas (thinking and interpreting)	<p>They draw on knowledge and skills that include:</p> <p>When students discuss word meanings and grammar or talk about how language choices and modes of delivery vary according to purpose, they build awareness of their language use and gain greater control of it.</p> <p>page 78</p> <ul style="list-style-type: none"> <li>• decoding texts with such automaticity that they do not need to decode all words;</li> <li>• working out more complex, irregular, and/or ambiguous words by using strategies such as inferring the unknown from the known;</li> <li>• recognising and understanding the features and structures of a wide variety of continuous and non-continuous text types and text forms;</li> <li>• recognising and understanding a variety of grammatical constructions and some rhetorical patterns (e.g., cause and effect; comparing and contrasting);</li> <li>• making links across a text by recognising connectives or adverbial clauses;</li> <li>• using their growing academic and content-specific vocabulary to understand texts;</li> <li>• interpreting metaphor, analogy, and connotative language</li> </ul>	