



















As a reader		developing		securing		enhancing		experimenting		advancing		accomplished	
O Track grading	Expected EYFS / P I	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5	B6	A6
BEST FIT Book band	        				STANDARD required at end of Yr2 by LA moderation	 NS 	NS 	FR				Y6 Reading test standard	
PM levels	3-7	8 -14	15-18	19-22	23-24	25-26	27-28	29-30		Need to Collate own books + assessment plus 'standardised' assessment e.g. NFER year 5?			

I am developing as a reader

Book worms read widely for pleasure and information	Language lovers notice how writers use language for effect and build their vocabulary	Problem solving readers read accurately.	Reading detectives understand what they read	Book reviewers respond articulately to a range of texts read.
<p>I show interest in a wide range of poems, stories and non-fiction that are read to me. I can appreciate rhymes and poems, joining in and reciting some by heart.</p> <p>I can become familiar with key stories, fairy tales and traditional tales and can retell them.</p> <p>I can describe the particular characteristics of familiar stories.</p>	<p>I can recognise obvious story language e.g. <i>once upon a time, big bad wolf</i>.</p> <p>I can recognise repetition of language in my reading.</p> <p>I join in with patterned and recurring language</p> <p>I can discuss what new words mean, linking new meaning to those already known.</p> <p>I can identify favourite words and phrases</p>	<p>I can use picture cues to help when reading simple texts.</p> <p>I can use phonics knowledge to blend sounds together to read words.</p> <p>I can phonics knowledge to blend long phonemes together to read words.</p> <p>I can read familiar endings to words (s, es, ing, ed, er, est).</p> <p>I can read the 100 hot words.</p> <p>On rereading a familiar book, I make reading sound like talking.</p> <p>When I read I am beginning to check that my reading makes sense.</p>	<p>I can identify the main events or key points in a text.</p> <p>I can answer straight forward questions about a story.</p> <p>I can say which books are fiction and non-fiction.</p> <p>I can express opinions about main events and character in a story.</p> <p>I can make simple predictions about the characters.</p> <p>I can recognise why a character is feeling a certain way.</p>	<p>I can link what I read or hear read aloud to my own experiences, with encouragement.</p> <p>I can participate in discussions about what is read to me, taking turns.</p> <p>I can make comments about favourite parts, likes and dislikes.</p>
<p>Depth as a developing reader: Children regularly, accurately and with understanding a range of books that are chosen for them and that they choose themselves. They talk about stories they have listened to eagerly and are beginning to make connections between the texts they have read or listened to. They are working as problem solvers when approaching unfamiliar words, even though they might not always get them right.</p>				
<p>Children working at this stage of development will be assessed with at least 95% accuracy and a good level of comprehension at PM benchmarking levels 8-18 and are achieving the statements above within these book bands.</p>		<p>Basic</p>   		<p>Achieved + further in the reading scheme</p> 