

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							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 advancing as a reader

<b>Book worms</b> read widely for pleasure and information	<b>Language lovers</b> notice how writers use language for effect and build their vocabulary	<b>Problem-solving readers</b> read accurately	<b>Reading detectives</b> understand what they read	<b>Book reviewers</b> respond articulately to a range of texts read.
<p><b>As experimenting plus:</b> I read widely, making informed choices about what I read. I regularly complete books I have chosen voluntarily, including novels, and am building my reading mileage effectively. I take risks by reading texts that are new to me. I can compare the openings of a particular novel with the beginning of other novels read recently. I can describe how texts reflect the time and culture in which they were written I prepare for performances of poems and plays, making decisions about the presentation of the text based on my understanding of it and how I want it to impact my audience.</p>	<p><b>As experimenting plus:</b> I identify and describe the styles of individual writers and poets. I can identify and comment on expressive, figurative and descriptive language to create effect in poetry and prose. E.g. e.g. simile, metaphor, personification. I can use language features of a range of non-fiction text-types to support understanding. I can discuss the intended impact of the language used with reference to the text.</p>	<p><b>As experimenting plus:</b> I can respond to more sophisticated punctuation to make my reading make sense. I can maintain fluency and accuracy when reading complex sentences with subordinate clauses. I can work out the pronunciation and meaning of homophones, using the context of the sentence.</p>	<p><b>As experimenting plus:</b> I use key new vocabulary from the text when retelling parts of the story succinctly. I can draw information from different parts of the text to infer meaning. I can discuss moods, feeling and attitudes using inference. I can recognise that the narrative may contain different points of view. I can summarise the main ideas drawn from more than one paragraph. I can discuss complex narrative plots.</p>	<p><b>As experimenting plus:</b> I can talk about themes (such as heroism or loss) in a story and recognise thematic links with other texts. I can talk about the author's techniques for describing characters, settings and actions. I can recognise the ways in which writers present issues and points of view in fiction and non-fiction texts ( e.g. He has only mentioned the bad points about air travel) I can participate in discussions about books, building on my own and others' ideas and challenging views courteously. I make simple links between age-appropriate texts and their audience, purpose, time and culture.</p>
<p><b>Depth as an advancing reader:</b> Children are regularly reading for information and pleasure in school and at home, building a good library of books read. Children are being challenged to take risks in what they choose to read and can evaluate their choices giving well-reasoned views. They make effective use of a range of written sources to gather information efficiently. Working at depth as readers, they are discussing the texts they read in more detail, summarising effectively and comparing and contrasting more fully.</p>				
<p><b>Other Key texts to read at INSTRUCTIONAL level for this stage of development: complete running record ( 90-95% accuracy) and reading conference to establish this attainment in this stage of development as a reader:</b> Butterfly lion- Michael Morpurgo, Clockwork by Philip Pullman, Ghost of Thomas Kempe – Penelope Lively, A series of unfortunate events- Lemony Snicket</p>			<p>The [NFER] reading test score is in the range.. and this supports judgements made of statements above.</p>	

Code: 5

