














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													
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 accomplished 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>As advancing plus:</p> <p>I read an increasingly wide range of fiction, poetry, plays, non-fiction for pleasure and/or information.</p> <p>I recommend books to others, clearly explaining and justifying my suggestion.</p> <p>I explain how texts reflect the time and culture in which they were written e.g. Dickens wanted people to feel bad about the way the poor were treated then.</p> <p>I can identify different character types across a range of texts.</p> <p>I can identify themes across a range of texts , social, cultural and historical</p> <p>I use the knowledge I have gained above (themes, character, time, culture etc) to inform my choices when looking for new reading material.</p> <p>I prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>As advancing plus:</p> <p>I can use language features of a range of non-fiction texts types to support understanding.</p> <p>I know how style and vocabulary are linked to the purpose of the text</p> <p>I can compare and contrast they styles of individual writers and poets, providing examples from their work</p> <p>I can comment on and explain the writer's use of language features – e.g. the rhythm and rhyme pattern make it mimetic, like the rhythm of a train and evaluate its impact</p>	<p>As advancing plus:</p> <p>I tackle new vocabulary and punctuation effectively using a range of cues to gain understanding.</p> <p>I can read dialect when it is used in poetry and prose</p> <p>I can read accurately different features of language such as abbreviations, colloquialisms and specialist vocabulary.</p> <p>I use connectives as signposts to indicate a change in tone when I am reading.</p>	<p>As advancing plus:</p> <p>I can summarise complex texts succinctly.</p> <p>I can identify and comment on the explicit and implicit points of view.</p> <p>I can make a Point, give Evidence and Explain to support predictions and inferences.</p> <p>I can use detailed knowledge of text types to make reasoned predictions.</p> <p>I can distinguish between statement of fact and opinion.</p> <p>I can recognise texts that contain features of more than one text type.</p> <p>I can prepare for factual research, considering what is already known.</p>	<p>As advancing plus:</p> <p>I fully participate in and can take the leads in discussions about books I have read or have had read to me, challenging the views of others courteously.</p> <p>I can evaluate the success of a text/extract according to the writer's purpose.</p> <p>I am beginning to evaluate texts by comparing how different sources treat the same information.</p> <p>I can respond critically to issues raised in stories, locating evidence in the text, exploring alternative courses of action and evaluating the author's solution.</p> <p>I comment critically on the overall impact of poetry or prose with reference to the text.</p> <p>I can identify and describe the key characteristics about a writer's or a poet's style.</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing.</p>
<p>Depth as an accomplished reader: Children confidently and fluently read a range of books including whole novels (age appropriate) in a variety of genres and by different authors, expressing preferences, showing understanding, drawing inferences and justifying with selected evidence. They read material suggested to them as well as material they would particularly choose and a range of non-fiction and poetry. They read with clear purpose, adopting reading approach with ease to gain pleasure and/or information. They take an active part in discussion, commenting and responding critically, drawing evidence from their wider reading as well as focused discussion on the text. They ask and answer pertinent questions about the writer's intentions and the impact on the reader, analysing text, sentences and language choices . They are developing a thirst for reading, with an adventurous approach to texts they choose.</p>				
<p>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:</p> <p>Code: 6</p> <p>Carroll - Nina Bawden; Awful end - Philip Ardagh; Granny - Anthony Horowitz; Skellig - David Almond; Once - Morris Gleitzmann</p>				<p>The [NFER] reading test score is in the range.. and this supports judgements made of statements above.</p>

