









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 experimenting 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.
<b>As enhancing plus:</b> I can make connections between books by the same author. I can make simple comments on how the reader's or writer's context makes a difference to the social, cultural or historical setting. I have read and discussed some different forms of poetry and have selected ones to perform by heart.	<b>As enhancing plus:</b> I know how suspense is built up in a story, including the development of the plot. I can recognise the use and effect of patterned language in the text. I can find and comment on examples of how authors express different moods, feelings and attitudes.	<b>As enhancing plus:</b> I make good use of my knowledge of an even greater variety of suffixes and prefixes to enable accurate, fluent reading that I can understand. I can read on sight all the word on the year ¼ spelling list (NC appendix) I read accurately, even words which are an exception to a rule. I can respond to more sophisticated punctuation when I read. I use a range of strategies to help me self correct and make sense of what I read ( rerunning sentences working out from context etc..)	<b>As enhancing plus:</b> I can pull together clues form action, dialogue and description to infer meaning. I can make predictions with evidence from the text and with knowledge of wider reading. I can locate information using skimming, scanning and text marking. I can identify features of different fiction genres. I can compare, contrast and evaluate different non-fiction texts.	<b>As enhancing plus:</b> I can identify themes and conventions in a range of books. I can identify main ideas drawn from more than one paragraph and can summarise these. I understand how the author wants the reader to respond.
<b>Depth as an experimenting reader:</b> Children read for pleasure either fiction or non-fiction, or both. They are able to sustain quiet reading in class and often finish the books they begin. They are keen to explore new texts and are able to retell stories and information succinctly and precisely, using new language from the text. They are able to ask questions to explore their reading further and are beginning to read, thinking about what reaction the author is trying to prompt.				
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 29-30 and will be free readers.	<b>Basic and Achieved</b>		<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>	
	<b>Free reader</b> 		Desirable - Frank Cottrell Boyce; How to train your dragon- Cressida Cowell, Lizzie Dripping- Helen Cresswell; Charlie and the chocolate factory- Roald Dahl; The firework maker's daughter- Phillip Pullman; Billionaire boy- David Williams	

Code: 4

