

FOUNDATION	LEVEL 1	LEVEL 2	LEVEL 3
<ul style="list-style-type: none"> <li>• I can recognise the letters of the alphabet and identify lower and upper case.</li> <li>• I can explain the direction of printed texts.</li> <li>• I can retell events in a text in sequence.</li> <li>• I can predict and question to make meaning from texts.</li> <li>• I can read short, predictable texts with familiar vocabulary and supporting images.</li> <li>• I can use sounds represented by most letters.</li> <li>• I can recognise that word order in a sentence is important for meaning.</li> <li>• I can identify connections between texts and personal experience.</li> <li>• I can read my first 12 high frequency words (Golden words)</li> <li>• I can recognise and use some consonant digraphs and blends</li> </ul> <p>** minimum expectation Instructional Level 5</p>	<ul style="list-style-type: none"> <li>• I can recall ideas and recognise literal meaning in texts.</li> <li>• I can recall ideas and recognise implied meaning in texts.</li> <li>• I can read short texts with some unfamiliar vocabulary, simple and compound sentences and supporting images with developing fluency and intonation.</li> <li>• I can use knowledge of sounds and letters, high frequency words, sentence boundary punctuation and directionality to make meaning.</li> <li>• I can understand that different texts have different purposes.</li> <li>• I can describe differences between imaginative and informative texts.</li> <li>• I can recognise and use common sound-letter matches and vowel blends.</li> <li>• I can make connections to personal experience when explaining characters and main events in short texts.</li> <li>• I can identify language features, images and vocabulary used to describe characters and events, including nouns, verbs, adjectives and adverbs.</li> <li>• I can identify the parts of a simple sentence.</li> </ul> <p>** Minimum expectation Instructional Level 15</p>	<ul style="list-style-type: none"> <li>• I can identify and use literal meaning in texts</li> <li>• I can identify and use implied meaning, main ideas and supporting detail by using comprehension strategies such as making connections information in print and images or building on and using prior knowledge and vocabulary.</li> <li>• I can read texts that contain varied sentence structures, some unfamiliar vocabulary,</li> <li>• I can use a significant number of high frequency sight words and images that provide additional information.</li> <li>• I can monitor meaning and self-correct using context, prior knowledge, punctuation, language and phonic knowledge.</li> <li>• I can identify and explain the structures of a range of text types</li> <li>• I can understand how similar texts share characteristics.</li> <li>• I can recognise a wide range of letter/sound matches including some silent letters, vowel/consonant digraphs and less common sound - letter combinations.</li> <li>• I can identify sentences that contain more than one idea.</li> <li>• I can understand that nouns can be common, proper, concrete or abstract.</li> </ul> <p>** Minimum expectation Instructional Level 20</p>	<ul style="list-style-type: none"> <li>• I can identify literal meaning connecting ideas in different parts of texts.</li> <li>• I can identify implied meaning connecting ideas in different parts of texts.</li> <li>• I can make considered inferences, taking into account topic knowledge and a person's likely actions and feelings.</li> <li>• I can read and view an increasing range of different types of texts by combining contextual, semantic, grammatical and phonic knowledge, using text-processing strategies (monitoring, predicting, confirming, rereading, reading on and self-correcting).</li> <li>• I can read texts that contain varied sentence structures and a range of punctuation conventions.</li> <li>• I can read texts that contain images that provide additional information.</li> <li>• I can understand how language features, images and vocabulary choices, such as descriptive adjectives (to establish setting and atmosphere) are used for different effects</li> <li>• I can read typical text structures and language features of various types of texts.</li> <li>• I can develop criteria for establishing personal preferences for literature.</li> <li>• I can use CARs strategies to help me comprehend text-at Book 3 level</li> </ul> <p>** Minimum expectation Lexile level 500-800 RR level 23</p>
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LEVEL 4	LEVEL 5	LEVEL 6	LEVEL 7
<ul style="list-style-type: none"> <li>• I can build literal and inferred meaning to analyse and evaluate texts</li> <li>• I can read with fluency, meaning and punctuation</li> <li>• I can describe and monitor literal and implied meaning connecting ideas in different texts, eg note taking</li> <li>• I can read and view different types of texts, identifying how they vary in purpose and the intended audience.</li> <li>• I can explain how language features, images and vocabulary such as adverb groups/phrases and prepositional phrase are used to engage the audience, hold their attention and elicit an emotional response.</li> <li>• I can identify and explain a range of devices and deliberate word play used in poetry and other texts, for example nonsense words, spoonerisms and puns.</li> <li>• I can express preferences for particular texts and respond to others' viewpoints.</li> <li>• I can investigate how quoted (direct) and reported (indirect) speech work in different types of text.</li> <li>• I can understand differences between the language of opinion and feeling and the language of factual reporting or recording.</li> <li>• I can use CARs strategies to help me comprehend text-at Book 4 level</li> </ul> <p>** Minimum expectation Lexile 600-900 RR 30</p>	<ul style="list-style-type: none"> <li>• I can use a variety of comprehension strategies to interpret and analyse information and ideas; for example, reviewing, summarising, questioning or predicting [reciprocal teaching]</li> <li>• I can analyse and explain literal and inferential information from a variety of texts.</li> <li>• I can analyse texts by making connections between ideas and information in and across texts.</li> <li>• I can clarify understandings and synthesise ideas and information from print and digital sources.</li> <li>• I can identify the typical structures and language features of a range of imaginative, informative and persuasive text types</li> <li>• I can explain how different structures and language features of a text assist in understanding the text and meeting the purpose.</li> <li>• I can understand and describe how language features, images and vocabulary depict characters, settings and events and influence interpretations of them.</li> <li>• I can investigate how different texts are organised (chapters, headings, sub-headings, home pages and sub-pages)</li> <li>• I can describe how texts can convey information about cultural elements such as beliefs, traditions and customs.</li> <li>• I can use the CARs strategies to help me comprehend text - at Book 5 level.</li> </ul> <p>** Minimum expectation Lexile 700-1000</p>	<ul style="list-style-type: none"> <li>• I can use a variety of comprehension strategies to interpret and analyse information and ideas; for example, reviewing, summarising, questioning or predicting [reciprocal teaching]</li> <li>• I can compare and analyse information in different texts, explaining literal meaning</li> <li>• I can compare and analyse information in different texts, explaining implied meaning.</li> <li>• I can compare the structures and features of different texts with a similar purpose.</li> <li>• I can analyse and explain how language features, images and vocabulary are used by different authors to represent ideas, characters and events.</li> <li>• I can identify and analyse strategies authors use to influence the reader.</li> <li>• I can analyse the similarities and differences in texts in similar topics, themes or plots, for example, the use of first or third person narrator.</li> <li>• I can identify how language choices are used to influence personal responses to texts</li> <li>• I can select and use evidence from a text to explain personal response.</li> <li>• I can use the CARs strategies to help me comprehend text - at Book 6 level.</li> </ul> <p>** Minimum expectation Lexile 800-1050</p>	<ul style="list-style-type: none"> <li>• I can use prior knowledge and text processing strategies to interpret a range of texts.</li> <li>• I can identify and explain how text structure and language features become more complex in informative and persuasive texts</li> <li>• I can explain how text structures and language features are dependent on audience, purpose and context.</li> <li>• I can understand how the choice of language features, images and vocabulary affects meaning.</li> <li>• I can explain issues and ideas from a variety of sources and analyse supporting evidence and implied meaning.</li> <li>• I can evaluate texts using references either from the text or other sources.</li> <li>• I can recognise and analyse the ways that characterisation, events and settings are combined in narratives.</li> <li>• I can select specific details from texts to develop own response.</li> <li>• I can recognise that texts reflect different viewpoints.</li> <li>• I can use the CARs strategies to help me comprehend text - at Book 7 level.</li> </ul> <p>** Minimum expectation Lexile 850-1150</p>