Reading Levels

Contents

Reading Level – Pink *(Working towards Level 1)*

Name…………………………………………………………………………………………………..

Working Towards Level 1 Pink	Dates	Dates	Dates	Dates	Dates
Locate title					
Open front cover					
Turn pages appropriately					
Understand that left page comes before right.					
Match spoken word to printed word.					
Locate familiar words and use them to check own reading.					
Use the meaning of the text.					
Lang patterns (syntax)					
Predict the storyline and vocabulary.					

Dates and Comments

Reading Level – Red *(Working towards Level 1)*

Name……………………………………………………………………………………………………..

Working Towards Level 1 Red	Dates	Dates	Dates	Dates	Dates
Locate and recall title					
One to one matching					
Use known words to check and confirm reading.					
Read with rhythm					
Repeat words to check confirm or modify own reading.					
Prediction skills, meaning, syntax and print to solve new words.					

Dates and Comments

Reading Level – Yellow *(Level 1C)*

Name………………………………………………………………………………………………………..

Working within Level 1 Yellow 1c	Dates	Dates	Dates	Dates	Dates
Follow print with eyes. Finger pointing only at points of difficulty.					
Take more notice of punctuation.					
Cross – check all sources of information while reading.					
Note familiar words and letter clusters and use these to get to unknown words, e.g. look – took.					
Predict in more detail					
Search for information in print to predict, confirm or attempt new words while reading.					
Notice relationships between one text and another.					

Dates and Comments

Reading Level – Blue *(Level 1B)*

Name………………………………………………………………………………………………………..

Working within Level 1 Blue 1b	Dates	Dates	Dates	Dates	Dates
Read more fluently.					
Self – correct more rapidly on the run.					
Re – read to clarify precise meaning.					
Solve new words using print information along with attention to meaning.					
Use analogy with known vocab to solve new words.					

Dates and Comments.

Reading Level – Green *(Level 1A)*

Name…………………………………………………………………………………………………..

Working within Level 1 Green 1a	<u>Dates</u>	<u>Dates</u>	<u>Dates</u>	<u>Dates</u>	<u>Dates</u>
Read fluently with attention to punctuation.					
Solve new words using print detail while attending to meaning and syntax.					
Track visually additional lines of print without difficulty.					
Growing variety of texts.					
Discuss and interpret character and plot more fully.					

Dates and Comments

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Reading Level – Orange *(Level 2C)*

Name………………………………………………………………………………………………..

Working towards Level 2 Orange 2c	Dates	Dates	Dates	Dates	Dates
Get started without relying on instructions.					
Read longer phrases and complex sentences.					
Attend to a range of punctuation.					
Cross – check information from meaning, syntax and print on the run,					
Search for and use familiar syllables within words to read longer words.					
Infer meaning from the text.					

Dates and Comments

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Reading Level – Turquoise *(Level 2C)*

Name………………………………………………………………………………………………..

Working towards Level 2 Turquoise. 2c	Dates	Dates	Dates	Dates	Dates
Extract meaning from the text while reading with less dependence on illustrations.					
Approach different genres with increasing flexibility.					
Use punctuation and text layout to read with a greater range of expression.					
Sustain reading through longer sentence structures and paragraphs.					
Tackle a higher ratio of more complex words.					

Dates and Comments

Reading Level – Purple *(Level 2C)*

Name………………………………………………………………………………………………………..

Working within Level 2 Purple 2c	Dates	Dates	Dates	Dates	Dates
Work through a variety of texts with growing independence to predict content, layout and story development.					
Read silently.					
Solve most unfamiliar words on the run.					
Adapt to fiction, non – fiction with growing flexibility.					
Make more conscious account of literary effects used by writers.					

Dates and Comments

- Sentence structures becoming longer and more complex.
- Story plot may be more involved and reflect the feelings of the writer.
- Wider variety of text genre but still illustrated.
- Some books with chapters.
- Characters are more distinctive and rounded.
- Widening vocab and range of terminology
- Non-fiction texts cover an increasing curriculum range.

Reading Level – Gold *(Level 2B)*

Name………………………………………………………………………………………………………..

Working within Level 2 Gold 2b	Dates	Dates	Dates	Dates	Dates
Work through a variety of texts with growing independence to predict content, layout and story development.					
Read silently.					
Solve most unfamiliar words on the run.					
Adapt to fiction, non – fiction with growing flexibility.					
Make more conscious account of literary effects used by writers.					
Use the language from reading to extend speaking and writing vocab.					

Dates and Comments

- Sentence structure becoming longer and more complex.
- Story plot may be more involved and reflect the feelings of the author.
- Wider variety of text genre but still illustrated.
- Some books with chapters for more sustained reading.
- Characters are more distinctive and rounded than at earlier levels.
- Widening vocab and range of terminology.
- Non-fiction texts cover an increasing curriculum range.

Reading Level – White *(Level 2A)*

Name…………………………………………………………………………………………………..

Working within Level 2 White 2a	Dates	Dates	Dates	Dates	Dates
Sustain interest in longer text.					
Read silently.					
Use text as a model and a reference.					
Search and find information in texts.					
Notice the spellings of unfamiliar words and relate to known words.					
Show increased awareness of vocab.					
Express reasoned opinions about what is read.					
Offer and discuss interpretations of text.					

Dates and Comments

- Widening range of genre and writing style.
- Story line or theme may be sustained over a longer period of time.
- Characters may be more fully developed.
- More than one point of view expressed within the text.
- Information or action may be implied rather than spelled out.
- Texts may contain more metaphorical or technical lang.
- Non – fiction texts placed in a broader context and include more detailed information.

Reading Level – Lime *(Level 3C)*

Name……………………………………………………………………………….

Level 3c Lime	Dates	Dates	Dates	Dates	Dates
Read independently					
Recognise the functions of punctuation-appropriate intonation and expression.					
Understand diagraphs e.g. kn wr ph					
Show understanding of main points with ref to the text.					
Explore underlying themes.					
Discuss the actions of the main characters, using evidence from text.					
Summarise the main points from the text.					
Identify where lang is used to create mood or build tension.					

Dates and comments

Reading Level – Copper *(Level 3C)*

Name………………………………………………………………………………….

Level 3c Copper	Dates	Dates	Dates	Dates	Dates
Read independently					
Understands the purpose of paragraphs					
Identifies where language is used to create mood or build up tension.					
Show understanding of main points with ref to the text.					
Connects different characters and plots across two or three texts					
Discuss the actions of the main characters, using evidence from text.					
Summarise the main points from the text.					
Makes connections of the same character across texts, e.g. Horrid Henry					

Dates and comments

Reading Level – Topaz *(Level 3C)*

Name…………………………………………………………………………………….

Level 3c Topaz	Dates	Dates	Dates	Dates	Dates
Reads longer texts independently and uses self-help strategies to decode and comprehend.					
Recognise the functions of punctuation-appropriate intonation and expression.					
Understands how simple and complex sentences influence meaning.					
Infers reasons for actions and events based on evidence from the text.					
Explore underlying themes.					
Continues to make plausible predictions based on knowledge of the text.					
Summarise the main points from the text.					

Dates and comments

Level 3b Ruby

Name……………………………………………………………………….

Level 3b Ruby	Dates	Dates	Dates	Dates	Dates
Read independently					
Understand how simple and complex sentences influence meaning.					
Identify and discuss issues locating evidence in the text.					
Infer reasons for actions and events based on evidence from the text.					
Continue to make plausible predictions based on text.					
Understand how paragraphs are used to order and build up ideas.					
Summarise the main points from the text.					
Identify where language is used to create mood or build tension.					

Dates and Comments.

Reading Level – Emerald *(Level 3B)*

Reading Level – Sapphire *(Level 3A)*

Name…………………………………………………………………………….

Level 3a Sapphire	Dates	Dates	Dates	Dates	Dates
Read a range of texts fluently and accurately.					
Re-read and read ahead to look for clues to determine meaning.					
Justify predictions by referring to the text.					
Locate information using skimming and scanning.					
Distinguish between fact and opinion.					
Use clues from action, dialogue and description to establish meaning.					
Comment upon the use of author's lang.					
Comments identify the author's main purpose.					

Dates and Comments

Reading Level – Diamond *(Level 4)*

Name……………………………………………………………………………………….

Level 4 Diamond	Dates	Dates	Dates	Dates	Dates
Read fluently using punctuation to establish meaning and inform intonation.					
Secure use of skimming scanning and text marking so that research is fast and effective.					
Explain and comment on implicit and explicit points of view.					
Describe with examples how the author has chosen a range of vocab to convey different messages, moods, feelings and attitudes.					
Identify the style of individual writers.					
Use clues from action, dialogue and description to establish meaning.					
Comments show an awareness of the writer's viewpoint.					

Dates and Comments