**AAESS – Reading Levels – National Curriculum Expectations**

**Step 1:**

**National Curriculum 1C**

Locate title

Open front cover

Turn pages appropriately

Understand that left page comes before right

Understand that we read from left to right

Use meaning together with repeated language patterns (syntax) to predict the storyline

Match spoken word to written word

Use a few known words to assist own reading

Locate title, open front cover, turn pages appropriately

Understand that left page comes before right

Use meaning together with repeated language patterns (syntax) and some letters to read simple text

Match spoken word to written word (1:1 correspondence)

Use a few known words to check own reading

Read a simple CVC word in the text from left to right

**Step 2:**

**National Curriculum 1B**

Locate and recall title

Consolidate secure control of one-to-one matching on a wide range of texts

Use known words to check and confirm reading

Solve simple CVC words by blending phonemes from left to right and check for meaning and correct syntax, ie. Does it make sense and sound right?

Start to read more rhythmically or use phrasing while maintaining track of text

Repeat words, phrases or sentences to check, confirm or modify own reading

Follow print with eyes, finger pointing only at points of difficulty

Take more note of punctuation to support the use of grammar and oral language rhythms

Cross-check all sources of information more quickly while reading

Note familiar words and phonemes and use these to help with reading of unknown words

Search for information in print to predict, confirm or attempt new words while reading

Notice relationships between one text and another

Predict in more detail

Move through text attending to meaning, print and sentence structure flexibly

Self-correct more rapidly on the run

Reread to enhance phrasing and clarify precise meaning

Solve new words using print information and understanding of the text to try alternative pronunciations

Identify constituent parts of unfamiliar words to read correctly

**Step 3:**

**National Curriculum 1A**

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

Discuss and interpret character and plot more fully

Use contents page and glossary in non-fiction books and locate information

Get started on fiction after briefer introductions without relying on illustrations

Examine non-fiction layout and use the contents page to select which sections of a book to read

Read longer phrases and more complex sentences

Attend to a range of punctuation

Blend phonemes in unfamiliar words more fluently, cross checking with meaning and syntax

Search for and use familiar syllables within words to read longer words

Infer meaning from text, check information in text with illustrations, particularly non-fiction, and comment on content

Begin to use appropriate terminology when discussing different types of text

**Step 4:**

**National Curriculum 2C**

Extract meaning from the text while reading with less dependence on illustrations

Approach different genres with increasing flexibility

Use punctuation and layout to read with a greater range of expression and control

Sustain reading through longer sentence structures and paragraphs

Tackle a higher ratio of more complex words using known vocabulary, phonic knowledge and syllables

Find a way around alphabetically ordered texts such as indexes, glossaries and dictionaries

Look through a variety of texts with growing independence to predict content, layout and story development

Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences

Solve most unfamiliar words on the run by blending long vowel phonemes, recognizing and using them in longer and more complex words

Adapt to fiction, non-fiction or poetic language with growing flexibility

Take a more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction

Begin to make more conscious use of reading to extend speaking and writing vocabulary and syntax

**Step 5:**

**National Curriculum 2B**

Look through a variety of books with growing independence to predict content and story development, and make full use of non-fiction layout

Read silently or quietly at a more rapid pace, taking note of punctuation and using it to keep track of longer sentences

Solve most unfamiliar words on the run by blending long vowel phonemes, recognizing and using them in longer and more complex words

Adapt to fiction, non-fiction and poetic language with growing flexibility

Take a more conscious account of literary effects used by writers

Make more conscious use of reading to extend speaking and writing vocabulary and syntax,

locate and interpret information in non-fiction

**Step 6:**

**National Curriculum 2A**

Read silently most of the time

Sustain interest in longer texts, returning to it easily after a break

Use text more fully as a reference and as a model

Search for and find information in texts more flexibly

Notice the spelling of unfamiliar words and relate to known words

Show increased awareness of vocabulary and precise meaning

Express reasoned opinions about what is read and compare texts

Offer and discuss interpretations of text

Comment on main characters and how they relate to each other

Suggest alternatives or extensions to events and actions

Discuss feelings created by stories

Retelling of stories is balanced and clear

**Step 7:**

**National Curriculum 3C**

Begin to read reflectively and to perceive meanings beyond the literal

Refer to text to support own ideas

Distinguish main points from examples; fact from opinion

Devise key questions and words for searching and use several sources

Begin to read in different ways for different purposes, e.g. skimming for relevance, scanning for specific details, reflective and recursive reading for fuller comprehension

Compare/contrast work from more than one source

Read aloud with expression and intonation taking account of punctuation

Pupils can refer to text layout and organization

Pupils show some awareness of the point of view of the author

Beginning to sustain narrative and investigative reading

**Step 8:**

**National Curriculum 3B**

Sustain confidence and perseverance when reading longer, demanding texts

Begin to use deduction and inference with more mature fiction and poetry

Begin to perceive how an author develops: plot, characters, meaning beyond the literal, figurative language

Distinguish fact from opinion, point from example, relevant from irrelevant

Select key points of a text and summarize

Can refer to the impact of structure and organization of texts

Can refer to text to explain their views

Identify themes

Identify impact of word choices

Secure the skills of skimming and scanning and recursive reading

Pupils can identify the purpose of a text

**Step 9:**

**National Curriculum 3A**

Apply a wide range of decoding strategies to read different texts fluently and accurately

Read ahead to look for clues to determine meaning

Begin to show an awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest

Recall all of the main points of the text accurately

Make inferences based on a single point of reference to the text

Comments show that I understand the meaning of the text and am becoming proficient at inferring word meaning

Name a wide range of organizational features and explain why these are used

Frequently commenting on writers’ use of language using technical terms independently

Comments may be brief but show I have a basic understanding of reasons for language choice

Become aware that the writer has a point of view

Independently make comment about connections between texts, based on plot, characters, themes and authors

Make simple comment about what a text reveals about social, cultural and historical backgrounds

**Step 10:**

**National Curriculum 4C**

Read a wide range of texts fluently and accurately

Recall the main points of a text and begin to decipher which are the most relevant points

Locate specific information and refer to it in order to support my comments

Locate quotes to justify my answers (may lack focus)

Make inferences based on a single point of reference and begin to locate other points within the text which support my comments

Begin to understand why a text has been organized in a certain way (e.g. describes incident first then goes back to tell you why the child was in the road)

Name a wide range of organizational features and explain why these are used

Identify the features of writers’ use of language and I am beginning to comment on their effect on the reader

Show you words which I think are effective and begin to tell you why

Begin to comment on examples of how authors express different moods, feelings and attitudes.

Identify the main purpose of the text

Comments show that I have a basic awareness of writers’ viewpoints

Begin to tell you how the text makes me feel about the characters, themes and issues

Identify and comment on features that are common to different texts or versions of the same text (e.g. characters, settings, presentational features)

**Step 11:**

**National Curriculum 4B**

Show an awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest

Quickly locate specific information and refer to it in order to support my comments

Locate quotes to justify my answers (may lack focus)

Make inferences which are often correct based on evidence from different parts of the text but cannot always root these securely in the text

Comment on the structural choices made by the author

Understand why they have made these choices and can begin to offer alternative organizational devices

Show you words which I think are effective and begin to tell you why and I can begin to offer alternative word choices which would have a similar effect

Identify and comment on expressive, figurative and descriptive language to create effect

Identify and describe a writer’s style

Clearly identify the main purpose

Begin to understand the overall effect on the reader (e.g. the way she uses ‘rat like’ makes him sound horrible)

Begin to understand how the meaning and effect of a text can be dependent on the readers or writers context

**Step 12:**

**National Curriculum 4A**

Understand how the meaning of a sentence is shaped by punctuation, word order, connectives and openers

Recall the main points of a text and begin to decipher which are the most relevant points with increasing accuracy and speed

Locate relevant quotes to justify my answers and I am beginning to be selective in the quotations I choose

Make inferences which are often correct based on evidence from different parts of the text with increasing accuracy

Understand how paragraphs are used and linked in texts.

Identify a range of features of writers’ use of language and comment on their effect on the reader

Become proficient at identifying words which have been chosen for a particular effect

Identify and describe a writer’s style and give examples from texts

Make comments which show I have some awareness of writers’ viewpoints (e.g. he tells you all the good points about the zoo, but leaves out all the negatives)

Comment on the overall effect of the text on the reader

**Step 13:**

**National Curriculum 5C**

Reading aloud I can use text as a script, manipulating roles and language to engage the listener

Begin to identify the most relevant points using information from all sections of the text

Begin to locate information from more than one source/section of a text to support my comments

Select appropriate quotations from a section of text which justify my comments

Begin to develop my explanations of inferred meaning based on evidence from different points in the text

Comments show that I have a good understanding of the reasons why writers have structured and organized texts in a certain way

Begin to explain the effect their choices have on the reader

Begin to analyze how the author has chosen a range of language features to convey different messages, moods, feelings and attitudes

Begin to give a summary of the text in which I can identify its main purpose

Identify the writer’s viewpoint with some explanations

Comment on text conventions and identify similarities and differences between texts or versions of the same text

**Step 14:**

**National Curriculum 5B**

Locate information from more than one source/section of a text to give persuasive answers to questions

Begin to make conclusions about characters based on their speech and actions

Explain the effect writers’ choices have on the reader with confidence

Begin to evaluate the effectiveness of devices used for structure and organization

Analyze how the author has chosen a range of language features to convey different messages, moods, feelings and attitudes

Beginning to identify unusual language and tell you why it has been used (e.g. ink up is a good way to describe the ripening blackberries)

Compare and contrast the style of individual writers providing a few examples

Declare and justify personal preferences for writers and types of text

Comment on text conventions and identify similarities and differences between texts or versions of the same text

Give some explanation of how the context in which the text was written contributes to its meaning

**Step 15:**

**National Curriculum 5A**

Identify the most relevant points using information from all sections of the text

Begin to summarize information from different sources

Quickly locate the relevant sections, from different texts, that will support a specific comment

Give a developed explanation of inferred meaning based on a range of textual evidence

Make conclusions about characters based on their speech and actions

Discuss and evaluate how the structural and organizational choices support writers’ themes and purposes and can support this with references to the text

Analyze various features of writers’ use of language with some explanation (e.g. as story climaxes sentences become short which creates tension)

Identify unusual language and tell you why it has been used (e.g. ink up is a good way to describe the ripening blackberries)

Compare and contrast styles of writers providing evidence and explanation

Give a concise summary of the text’s purpose (e.g. the writer is against war and wants to persuade you to agree)

Authors’ viewpoints are clearly identified with explanations

Have an awareness of the effect of the text on the reader and can give explanations beyond personal preference

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| Step15  5A |
| Step 14  5B |
| Step 13  5C |
| Step 12  4A |
| Step 11  4B |
| Step 10  4C |
| Step 9  3A |
| Step 8  3B |
| Step 7  3C |
| Step 6  2A |
| Step 5  2B |
| Step 4  2C |
| Step 3  1A |
| Step 2  1B |
| Step 1  1C |

Expected Level at the end of Year 6

Expected Level at the end of Year 5

Expected Level at the end of Year 4

Expected Level at the end of Year 3

Expected Level at the end of Year 2

Expected Level at the end of Year 1