

Understand how a text affects the reader, and judge the effectiveness of a text in doing this.

Track the passing of time in stories.

Quickly and effectively scan a text for the information I need.

Use primary sources to find information.

Use a range of dictionaries and thesauruses.

Describe the relationship between the characters in a story.

Confidently read aloud a range of different texts using grammar and punctuation to help with expression.

Understand the difference between biography and autobiography.

Understand the impact on a story if it were told from another character's point of view.

Identify the differences between different genres.

Comment critically on the language, style, success and bias of a range of non-fiction.

Discuss how the author uses inference and deduction for effect.

Explain how the use of language can be used to portray characters differently.

Enjoy reading a range of genres.

Discuss the differences between film and written versions of the same story and discuss why changes may have been made.



To be a level 5 reader
I need to ...!

Compare poems on similar themes.

Use my knowledge of authors to help me choose a book to read.

Discuss how descriptive language is used in poems.

Compare settings in different books by the same author.

Scan a text to judge how useful it is and to find information.

Use non-illustrated alphabetical texts to find information.

Use the context of a text to find the meaning of an unfamiliar word.

Read aloud with expression.

Recognise the targeted audience.

Confidently give my opinion about a text.

Use a range of non-fiction to find information on a topic.

Tell the difference between fact and opinion.

Find information on an author from the cover of a book.

Recognise the purpose of different instructional texts.

Tell the difference between first and third person accounts.

Identify a common story theme.

Use a dictionary to find a definition.

Tell the difference in the structure of fiction and non-fiction text.

Compare the settings of different stories.



To be a level 4 reader
I need to ...

Compare a text with the film version.

Describe the purpose of an advertisement.

Identify words and phrases that better describe a character.

Understand how characters are developed in sequels.

Read a part of a script appropriately.

Retell a story, remembering to include all the key points.

Read silently for a longer period of time.

Recognise the features of different types of non-fiction text.

Read silently for a longer time.

Discuss the genre I like best and explain why.

Compare books with similar themes.



Use my knowledge of non-fiction texts to predict the content.

Confidently try a text I haven't seen before.

Compare texts by the same author.

Use the term fact and fiction appropriately.

Understand how an author uses words to create atmosphere.

To be a level 3 reader I need to ...

Research a topic in the school library.

Read aloud to a variety of audiences.

Identify a paragraph, chapter and headings.

Recognise dialogue in a text and use a different voice to read it aloud.

Debate issues in texts.

Classify different types of poetry

Understand how language is used in a story.

Recognise words and phrases that create humour.

Discuss the reason behind a newspaper article.

Compare information from different sources.

Choose and use a way to read a new word.

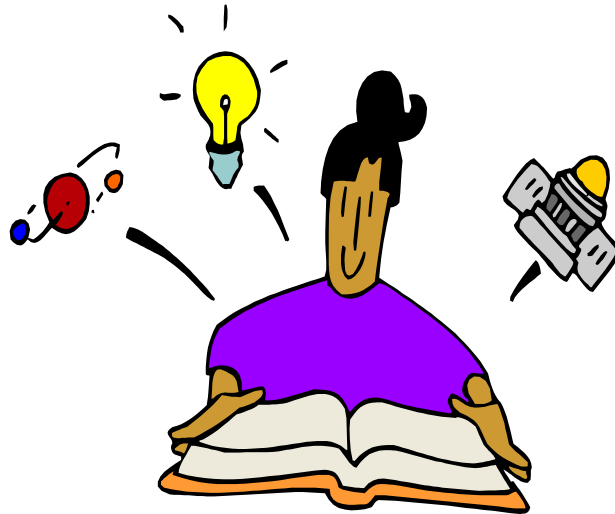
Read silently.

Read aloud to my class with confidence.

Understand the difference between fact and fiction.

Read words with prefixes, suffixes and verb endings.

Use my phonics to read new CCVC words.



Draw a character from a book from a description I have read.

Read 200 high frequency words.

Explain why a character acted as he did.

Discuss the rhythm and rhyme in a poem.

Follow a set of written instructions.

Use the content page in a book.

Read an index.

Compare different story beginnings and endings.

To be a level 2a reader,
I need to ...

Read part of a text again to help me to understand.

Understand what is meant by layout, author, contents and dedication.

Answer questions about a text that I have read.

Read ahead to help me read an unfamiliar word.

Discuss why an event may have happened in the story.

Read an unfamiliar text on my own.



Understand that a non-fiction book does not have to be read from cover to cover.

Discuss how a character might act in the story.

Read information in books, the internet and CD ROMs.

Read aloud well. Pausing at full stops and changing voice for exclamation, question and speech marks.

To be a level 2b reader I need to

Compare the setting of a story to a place I have seen.

Find out what a book is about by looking at the cover, title, pictures and blurb.

Talk about an incident that happened in the story and what happened after.

Read 150 high frequency words.

Think of words that rhyme.

Understand that pictures give more information about the text.

Re-read a familiar book independently, following the words with my fingers.

Retell the main events in the story.

Find a word in a picture dictionary.

Read 100 high frequency words.

Understand what an index page is used for.

Discover and discuss what the text means.



To be a level 2c reader
I need to ...

Talk about stories with different themes and know what they are.

Read my own writing.

Discuss why I like a particular book.

Understand the difference between fiction and non-fiction.

Use my knowledge of stories to predict an ending.

Retell a story in the right order using story language.

Use pictures in non-fiction books to find information on a subject.

Use text around the room to find information.

Identify and discuss the main topic in a non-fiction book.

Read the signs for the different class groups and the names on the signs.

Use the initial phoneme to try to read a new word.

Talk about stories with similar themes.

State the setting of a story.

Talk about the different settings in the books that I have read.

Read labels around the school.

Understand the structure of a story.

Recognise and read 45 high frequency words.

Express an opinion about the text.

Guess at a new word by using the pictures and reading the words before and after.



To be a 1a reader
I need to ...

Use what I know about stories to guess what comes next.

Use my phonics knowledge to help me read new words.

Use the pictures to help me to read and understand the text.

Use what I know about stories to guess what comes next.

Retell parts of the story using story language.

Read along to a story on a tape.

Use what I know about stories to guess what comes next.



Explain why I like a book.

Relate a story to my own experience.

To be a 1b reader
I need to ...

Name the characters in the story.

Describe an event in the story.

Read key words and words that are familiar.

Re-read a familiar story on my own.

Recognise and read 25 high frequency words.

Describe a character in the story.

Use rhyme and language pattern to guess what comes next.

Understand that the pictures relate to the text.

Join in a familiar story that has a predictable pattern or rhyme.

Find words that start with a given phoneme.

Read a simple sentence containing CVC words.

Read the names of my friends.

Use the picture to try and read a new word.

Use the picture to know what the text is about.



To be a 1c reader
I need to ...

Read 10 high frequency words on my own.

Choose my favourite book.

Understand that some books give information.

Name a character from the story.

Use signs and symbols in the classroom to find where items belong.

Read the names of my friends.

follow the words with my finger.

start at the beginning of the book.

read each page in the right order.

understand that labels are there for information.

sit quietly and listen to a story.



follow the text from left to right and from top to bottom.

To be a P8 reader.
I need to ...

understand the meaning of page, word, letter, top, bottom, beginning, middle and end.

use clues from the story to help me finish a sentence.

retell a story in my own words.

recognise some familiar words in the text.