Magenta Reading Level
Levels 0, 1, 2

I am learning to:

Show: picture, cover, letter, word, first, last, top, bottom, front, back, page, print, story, spine

Point to the first word. Read left to right

Point and match the words as I say them, one to one

Look at the pictures for clues. Use the pictures to make predictions about what will happen in the story

Relate own experiences to the story (prior knowledge). Use them to make predictions about what might happen in the story

Say the first sound of the word:
s___ c___ t___

Expect my reading to sound right and make sense
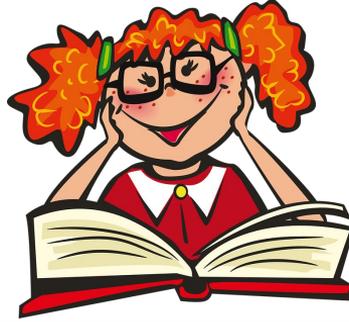
Make my reading sound like talking

Re-read to check what I read makes sense

Answer questions about the story

Retell the story in my own words

Red Reading Level
Levels 3, 4, 5

I am learning to:

Point to words as I say them

Relate my own experiences to the story

Make the sounds as I try to say the word
c-a-t

Check the picture for a clue. Use the picture to make predictions.

Recognise two words joined together (compound words)
Into - away

Recognise and use high frequency words:

where - mother - father - go - you - for -down -this - into - he - away - looking - are - looks - looked - on

Check the word looks right, sounds right and makes sense

Re-read the sentence to check I am right and help self-correct my errors

Read fluently, with phrasing and expression
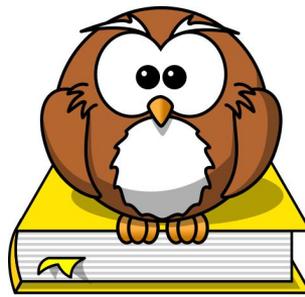
Make my reading sound like talking

Read text in speech bubbles

Retell the story in sequence and include some details

Identify rhyming words
get - wet - net

Yellow Reading Level
Levels 6, 7, 8 - 5.0-5.5 years

I am learning to:

Read with my eyes. Use my fingers if I am stuck

Re-read to correct my errors and look for information

Cross-check the word looks right, sounds right and makes sense

Read my story again fluently with phrasing and expression using   , , ""!?

Targeted sounds:
a-z th ch sh wh -s -ing -ed -er

and word families like:
at-cat-rat
en-Ben-hen
in-bin-fin
op-shop-top

Say two letter blends correctly like: bl br cl cr dr dw fl fr gl gr sl sr st sm sn sk sc sp sw tr tw

Recognise two words joined together (compound words)
into-outside-inside-away

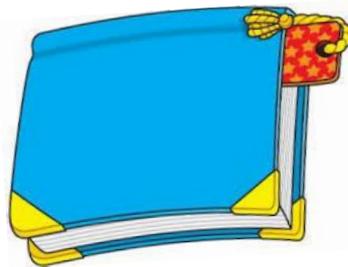Use words like: character, illustration, plot, fiction and non-fiction

Retell the story with greater detail and in sequence

Ask and answer questions about the story

Think about the characters, settings and problems, so I read for meaning

Blue Reading Level
Levels 9, 10, 11 - 5.5 years

I am learning to:

Scan pictures for clues. Search for meaning and detail

Read on to gather more information so I can work out the word

Self-correct by: Re-reading to cross-check information, as I think about my reading

Recognise chunks and sounds in words and say the sounds as I stretch out the word

Check it looks right, sounds right, makes sense

I can find and use word endings, like:
-s -ed -ing -er

Discuss new words

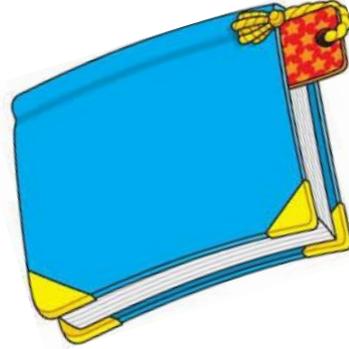Make predictions using pictures, own experience and knowledge of sounds in words

Ask and answer questions

Comment on the characters, setting and plot. Talk about the story sequence.

Blue Reading Level
Levels 9, 10, 11 - 5.5 years

I am learning to:

Find the part in the story that tells me:
Why? What?

Phrase my reading and make it sound interesting using punctuation:
. , " " ! ?

Read the story fluently

Retell the story with detail

Make comparisons between non-fiction and fiction texts

Identify simple ideas and information from non-fiction texts

Make a personal response to the text and share with others

Explain what type of text it is:
Recount, narrative, report, poem

Green Reading Level
Levels 12, 13, 14 - 5.5-6.0 years

I am learning to:

Say or stretch unfamiliar words looking for:
Blends, digraphs, chunks, rhyme and word endings

Recognise High Frequency Words and make links to other words, developing a reading vocabulary

Read on to gather more information - as I think about what would sound right and make sense

Find the error, and correct it and talk about how I worked out the problem

Make predictions using pictures, own experience and phonological knowledge, use to explain the story and make inferences on what will happed in the end/next

Discuss characters, plot, settings, problems, sequence of events and make some predictions

Ask questions about new vocabulary and the story. Ask and answer questions using information from text

Make the story more interesting by stressing words in **bold print** and using punctuation effectively.

Green Reading Level
Levels 12, 13, 14 - 5.5-6.0 years

I am learning to:

Re-read to cross check, confirm and self-correct.

Identify simple ideas from non-fiction (true) text

Summarise main points through discussion

Read my story <u>again</u> fluently

Create a personal response to the text and share it

Understand that authors write for different purposes

Point out and name features such as heading and diagrams

Notice word endings, rhyme, letter clusters and contractions, eg: I'm don't didn't

Give a different ending to the story

Understand there can be more than one point of view

Identify poems, letters, instructions, notices, plays, fiction and non-fiction

Orange Reading Level
Levels 15, 16 - 6.0-6.5 years

I am learning to:

Find and stretch unfamiliar words using blends, digraphs, chunks of sound, rhyme and word endings

Read High Frequency Words quickly and make links to other words to develop vocabulary

Read on to gather more information so I work out words and predict with more accuracy

Re-read to confirm, self-monitor (cross-check) and to self-correct errors

Discuss pictures, character, setting, problem, plot, own experiences and make predictions

Be able to show what a paragraph is

Use book terminology, eg: **print, text, title, cover, spine, author, illustrations**

Show features including headings, diagrams, table of contents and indexes

Make the story sound more interesting by using more print conventions and indexes

Orange Reading Level
Levels 15, 16 - 6.0-6.5 years

I am learning to:

Read the story fluently and with accurate phrasing

Identify simple ideas from non-fiction text

Identify the differences between different types of text

Create a personal response to the text and share. Accept other's point of view

Make inferences and accept other people's point of view

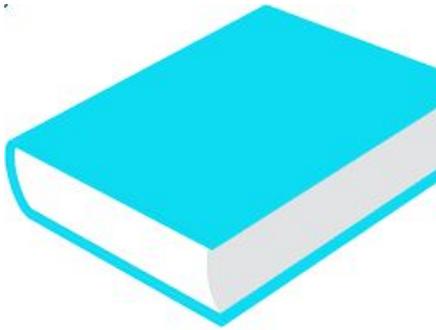Recognise that authors write for different purposes and audiences

Retell the story in correct sequence

Make comparisons between books

Ask and answer questions

Turquoise Reading Level
Levels 17, 18 - 6.5-7.0 years

I am learning to:

Make predictions using the pictures, own experience and phonological knowledge

Anticipate what might happen next and use this information to unfold the story

Stretch through words using chunks of sound making links to meaning

After attempting a word read on thinking about what word would make sense and match (cross-check)

Re-read for more meaning: to try the sentence again, to monitor and self-correct

At a full stop . stop and check: Did that sound right? Did that make sense? Did all the words look right?
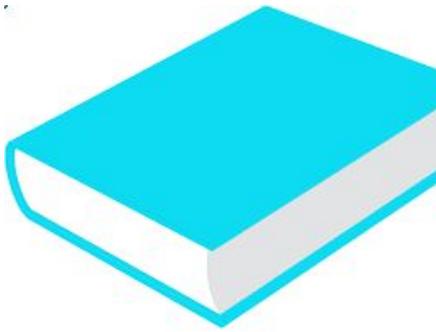
Think critically and comment about aspects of plot, characters, setting, problem and sequence of events

Give my opinions and predictions. Make inferences/conclusions and accept other people's point of view

Create a personal response to the text and share with others

Turquoise Reading Level
Levels 17, 18 - 6.5-7.0 years

I am learning to:

Retell the story in sequence and with detail

Make comparisons between books

Understand more challenging vocabulary and sentence structures

Use references such as dictionaries and atlases

Ask and answer questions

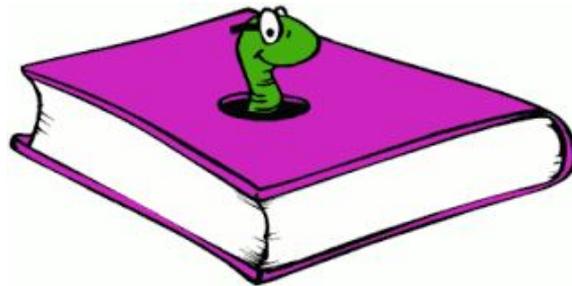Compare and describe different styles of illustrations

Identify differences between different types of text

Make the story more interesting by noticing more print conventions and using voice inflections - full stop, comma, quotation marks, exclamation marks, ellipses

Make comparisons between books

Purple Reading Level
Levels 19, 20 - 7.0-7.5 years

I am learning to:

Read a range of texts and make comparisons between books

Think critically and share ideas

Retell the story in sequence and with detail

Create a personal response to the text and share with others

Identify rhyming words in text (orally), rhythm and alliteration

Comment on specific aspects of plot, character and sequence of events

Give my opinion and predictions. Anticipate what may happen next, use this information to discuss the story.

Use a variety of reading strategies to solve unknown words: **Decode, Read On, Re-Read, Cross-check**......Look right? Sound right? Make sense?

Make the story more interesting by noticing and using more print conventions and using voice inflections

Purple Reading Level
Levels 19, 20 - 7.0-7.5 years

I am learning to:

Compare different styles of illustrations

Summarise a range of texts

Make inferences (conclusions/meaning) and accept other people's point of view

Understand more challenging vocabulary and sentence structures

Use references such as dictionaries and atlases

Recognise many contractions,
eg: **we'll, won't, I'll**

Ask and answer questions about the text

Know and explain such terms as:
Chapter, events, question, comment

Identify the differences between different types of texts

Gold Reading Level
Levels 21, 22 - 7.5-8.0 years

I am learning to:

Use my reading strategies independently; Use my 'handful of clues': **decode, read on, re-run.**
Words match? Make sense? Picture clues

Make my reading sound fluent, phrased and expressive

Cross-check my reading: Does it make sense? Look right? Sound right?

Skim read to locate specific information and retell

Summarise (in detail) in my own words

Create a personal response to the text and share

Discuss the difference between fact and fiction

Anticipate what may happen next and use this information to unfold the story

Point out:
Table of contents, index, diagrams, glossary, maps, headings, chapters

Gold Reading Level
Levels 21, 22 - 7.5-8.0 years

I am learning to:

Identify concepts such as: **setting, theme, plot.** Comment on characters and sequence of events

Retell the story in sequence and with detail

Read a range of texts and make comparisons between them and identify differences between text types

Explain purposes of headings, diagrams, contents pages, table of contents, indexes, glossary, maps and chapters

Use references such as dictionaries and atlases

Compare and discuss different styles of illustrations

Confidently ask and answer questions. Think and search for answers, explain to others how you got it

Silver Reading Level
Levels 23, 24 - 8.0-9.0 years

I am learning to:

Use my reading strategies independently; Use my 'handful of clues': **decode, read on, re-run.**
Words match? Make sense? Picture clues

Make my reading sound fluent, phrased and expressive

Cross-check my reading: Does it make sense? Look right? Sound right?

Skim read to locate specific information and retell

Identify key words and summarise the main points and events. Sequence ideas

Create a personal response to the text and share

Recognise and use syllables and syllable division patterns

Clarify - look closer when something is confusing

Relate ideas to own experiences and the wider world

Silver Reading Level
Levels 23, 24 - 8.0-9.0 years

I am learning to:

Actively take part in all group activities

Identify question types and ask a variety of questions as part of research/inquiry

Confidently ask and answer questions. Think and search for answers, explain to others how you got it

Explain purposes of headings, diagrams, contents pages, table of contents, indexes, glossary, maps and chapters

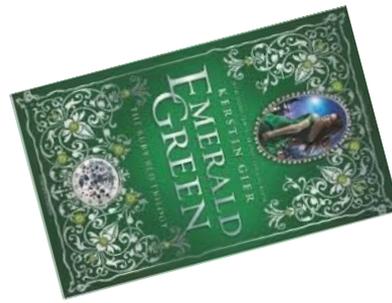Use references such as dictionaries and atlases

Make simple inferences

Read a range of texts and make comparisons between them and identify differences between text types

Know the meaning of some common prefixes:
be- to- in- im- pre- un- ex- dis-

Know the meaning of some common suffixes:
-er -ly -est -ed -es -less -ful

Emerald Reading Level
Levels 25, 26 - 9.0-10.0 years

I am learning to:

Use and explain several strategies for finding and learning the meaning of unknown words

Select a variety of texts for personal reading

Understand specific language features, structures of common text types and grammar to assist comprehension

Monitor my reading to read for accuracy and meaning

Clarify - ask questions when something is confusing

State the main ideas about what I have just read

Read for sustained periods independently

Locate information in a variety of texts and ICT

Compare and evaluate information and ideas across a small range of texts and ICT

Discuss ways in which writers use language and ideas to suit their purposes

Emerald Reading Level
Levels 25, 26 - 9.0-10.0 years

I am learning to:

Use a variety of graphic organisers independently to evaluate; and compare cause and effect

Take an active role and work cooperatively in reading groups and literacy circles

Actively contribute to discussions and listen and respond to the ideas of others

Choose to read in spare time and have a positive attitude towards reading

Be willing to meet the challenges of more difficult texts

Explain a synonym, antonym and homonym

Read and respond to an increasing range of fiction and non-fiction texts

Discuss an author's choice of words/phrases

Use references such as dictionaries, thesauruses, atlases and ICT/Google

Make inferences from what is read

Connect ideas in text to my life or something else I have read

Ruby Reading Level
Levels 27, 28 - 10.0-11.0 years
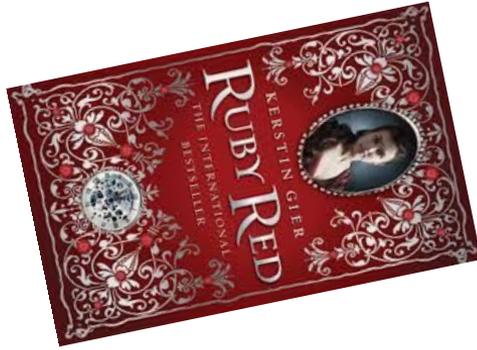
I am learning to:

Use and explain several strategies for finding and learning the meaning of unknown words

Select a variety of texts for personal reading

Understand specific language features, structures of common text types and grammar to assist comprehension

Monitor my reading to read for accuracy and meaning

Clarify - ask questions when something is confusing

Locate and share in my own words information from a variety of texts and ICT

Compare and evaluate information and ideas across a variety of texts and ICT

Ruby Reading Level
Levels 27, 28 – 10.0-11.0 years
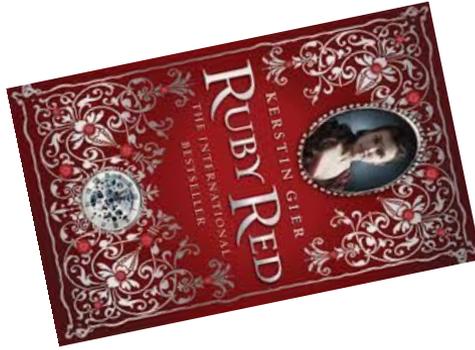
I am learning to:

Discuss ways in which writers use language and ideas to suit their purposes over a variety of text types (genres)

Read for sustained periods independently and can sustain meaning in longer novels and texts

Be the best that I can be in instructional and independent reading activities

Use a variety of graphic organisers independently to evaluate, compare and show cause and effect

Read and recognise different types of texts: **Descriptive, expository, journals and letters, narrative, persuasive and poetic**

Complete routines with reading without prompting (school and home)

Use references such as dictionaries, thesauruses, atlases and ICT/Google

Ruby Reading Level
Levels 27, 28 - 10.0-11.0 years
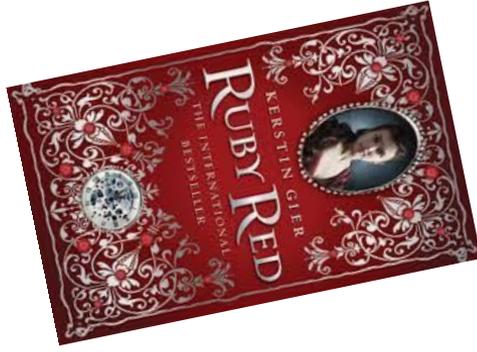
I am learning to:

Discuss favourite books and recommend to others

Make inferences from what is read

Work cooperatively, taking turns and accepting that others have different points of view

Predict, check, confirm and self-correct while I am reading

Analyse, interpret and discuss the author's message

Identify the main idea in a text

Retell in sequence and with detail a story or explain ideas from an expository text

Connect ideas in text to my life or something else I have read

Sapphire Reading Level
Levels 29,30 - 11.0-12.0 years

I am learning to:

Use a range of strategies to read a variety of text types independently

Use a range of comprehension strategies to assist my understanding of information and ideas in texts

Identify and evaluate the writer's purpose

Select texts at my level to meet specific reading purposes, eg: locating information and personal reading

Know what to do when I lose comprehension and I can justify my choice of strategy

Recognise correct grammar and know when my reading sounds correct or incorrect

Understand academic vocabulary relevant to what I am studying

Recognise an increasing range of text types/genres etc. I can state their main characteristics

Predict, check, confirm and self-correct as I read for high levels of comprehension/understanding

Sapphire Reading Level
Levels 29,30 - 11.0-12.0 years

I am learning to:

Identify key points when reading and I can ask questions and discuss these

Make inferences from what is read

Be willing to attempt more difficult texts

Respond in detail when answering questions

Use references such as dictionaries, thesauruses, atlases and ICT/Google

Always actively contribute to discussions; listen and respond to the ideas of others

Recognise that certain words and phrases can create particular responses in the reader

Discuss favourite books and recommend to others

Be the best that I can be in my learning