

Grey Reading Level

| | |
|--|--|
| I regularly use a range of strategies to decode unfamiliar words and establish meaning. | |
| I take account of a wide range of punctuation and use it to clarify meaning. | |
| I show awareness of the listener through the use of pauses, emphasis and pace to maintain interest. | |
| I use a range of information texts to research my own questions. | |
| I use knowledge of the alphabet and organisational features of the text to locate information effectively. | |
| I can explain my understanding of the main points, including cause/effect and links between ideas, chronological structure, characters and plot. | |
| I can recognise the main features of a range of genres e.g. fiction, non-fiction, poetry, instructions etc and comment on why they are used including punctuation. | |
| I can justify my prediction and opinions by using evidence from the text. | |
| I can find relevant words in a text without prompting. | |
| I can justify my prediction and opinions by referring to the text. | |
| I can infer meaning in fiction. | |
| I can answer questions accurately and in detail, giving supporting details from the texts. | |
| I can express understanding in own words rather than just repeating. | |
| I can draw conclusions by linking key elements and using ideas and information from the text. | |
| I am beginning to recognise that there may be a deeper meaning or theme underlying the plot. | |
| I recognise that certain words and phrases create particular responses in the reader. | |
| I am beginning to quote textual details when responding to questions. | |
| I can read for longer periods and persevere with longer texts. | |
| I can express preferences and makes links between authors, genres, themes etc. | |
| I am able to empathise with characters and debate moral dilemmas portrayed in the text. | |
| I am learning to make simple comments about what a text reveals about the social, historical and cultural settings in the book. | |

Grey Reading Level

| | |
|--|--|
| I regularly use a range of strategies to decode unfamiliar words and establish meaning. | |
| I take account of a wide range of punctuation and use it to clarify meaning. | |
| I show awareness of the listener through the use of pauses, emphasis and pace to maintain interest. | |
| I use a range of information texts to research my own questions. | |
| I use knowledge of the alphabet and organisational features of the text to locate information effectively. | |
| I can explain my understanding of the main points, including cause/effect and links between ideas, chronological structure, characters and plot. | |
| I can recognise the main features of a range of genres e.g. fiction, non-fiction, poetry, instructions etc and comment on why they are used including punctuation. | |
| I can justify my prediction and opinions by using evidence from the text. | |
| I can find relevant words in a text without prompting. | |
| I can justify my prediction and opinions by referring to the text. | |
| I can infer meaning in fiction. | |
| I can answer questions accurately and in detail, giving supporting details from the texts. | |
| I can express understanding in own words rather than just repeating. | |
| I can draw conclusions by linking key elements and using ideas and information from the text. | |
| I am beginning to recognise that there may be a deeper meaning or theme underlying the plot. | |
| I recognise that certain words and phrases create particular responses in the reader. | |
| I am beginning to quote textual details when responding to questions. | |
| I can read for longer periods and persevere with longer texts. | |
| I can express preferences and makes links between authors, genres, themes etc. | |
| I am able to empathise with characters and debate moral dilemmas portrayed in the text. | |
| I am learning to make simple comments about what a text reveals about the social, historical and cultural settings in the book. | |