

As a reader		developing		securing		enhancing		experimenting		advancing		accomplished	
O Track grading	Expected EYFS /P I	B1	A1	B2	A2	B3	A3	B4	A4	B5	A5	B6	A6
BEST FIT Book band							NS	NS	FR				Y6 Reading test standard
PM levels	3-7	8-14	15-18	19-22	23-24	25-26	27-28	29-30	Need to Collate own books + assessment plus 'standardised' assessment e.g. NFER year 5?				

I am enhancing as a reader

Book worms read widely for pleasure and information	Language lovers notice how writers use language for effect and build their vocabulary	Problem-solving readers read accurately	Reading detectives understand what they read	Book reviewers respond articulately to a range of texts read.
<i>As securing plus:</i> I can make simple connections between books by the same author. I can recognise some of the features of the text that relate to its historical setting or its social/cultural background. I can retell some of the stories I am familiar with orally I can begin to identify the conventions of different types of writing. I can read and prepare a recital of a poem I have learnt by heart, showing some understanding of text by the way I use my voice I am developing pleasure by discussing the sequence of events in books. I draw on my own experiences and background information when I read for pleasure. I use the title, blurb and illustrations to make informed choices to choose the books I read for pleasure and information.	<i>As securing plus:</i> I can discuss the words and phrases that capture reader's interest and imagination. I can comment on the choice of language to create moods and build tension – crept – quiet, slowly- doesn't want to get caught. I comment on specific language patterns such as rhyme, simile, alliteration.	<i>As securing plus:</i> I read out loud confidently, understanding how to use punctuation. I can use knowledge of root words, suffixes and prefixes to read and understand new words. I can use the context of the sentence to help me read unfamiliar words. I can re-read and read to determine meaning.	<i>As securing plus:</i> I can use alphabetically ordered texts to find information. I can identify the features of different text types. I can use a range of organisational features to locate information such as labels, diagrams and charts. I locate information easily in response to simple questions I can justify inferences with evidence from the text I can justify predictions with evidence from the text I can empathise with character I can ask questions to help me understand the text I am reading.	<i>As securing plus:</i> I understand what the writer might be thinking. I can begin to identify and comment on different points of views in the text. I can evaluate specific texts with reference to text types. I refer to the text specifically to explain my views in a book discussion I can use drama techniques to identify with and explore characters.
Depth as an enhancing reader: Children are regularly making connections between the stories and information and poetry they read. They read accurately for pleasure when they are exploring material they have chosen. They are increasingly commenting on the characters and plot, connecting clues to build a full understanding. They also comment clearly and with curiosity about the choices the writer makes to impact the reader.				
Children working at this stage of development will be assessed with at least 95% accuracy and a Good level of comprehension at PM benchmarking levels 25-28 and will be attaining the above statements with texts within these book bands.	Basic		Achieved	
				Other Key texts to read at INSTRUCTIONAL level for this stage of development: complete running record (90-95% accuracy) and reading conference to establish this attainment in this stage of development as a reader: It was a dark and stormy night by Ahlbergs, The world according to Humphrey, Flat Stanley by Jeff Brown, Diary of a killer cat- Anne Fine, Fantastic Mr. Fox- Roald Dahl.

