

**Long Term Plan by Reading Level/Age**

**Term 3, 2014**

***When students move up, we move their name into the appropriate box and date it.***

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| Pink |  | **PINK:*** Can read my own name
* Can hold the book carefully
* Can show you the front and back cover
* Know that writing carries a message that is shared
* Can show you what a word is, and what a picture is
* Can name some letters (capitals and lower case)
* Can talk about stories and use pictures to support
* Find the title
* Turn pages carefully
* Can read from left to right
* Say what I think might happen and why
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| **RED:*** Can find and tell you the title
* Can point to every word I read
* Read lots of everyday words
* Read like I am telling a story
* Can go back and make it sound and look right
* Can predict what a word might be
* Know what a letter is
* Know what a word is
* Know that there are spaces after every word

Can say what I think about stories and poems |
| Red |
| Yellow |  | **YELLOW:** * I Don’t need to finger point any more!
* Use punctuation to help me read clearly
* Can use the pictures, the letter-sounds and the sentence to help me understand
* Can solve new words by using what I know about other words, e.g. look – took
* Search for information in a book to predict, check and try new words
* Notice how some books are the same, and others are different
* Predict what I think might happen, or what the book might be about, and say why
* Notice compound words
* Use what I know about blends and ends to help me read new words
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| Blue |  | **BLUE:*** Can self-correct when it doesn’t sound or look right
* Re-read to make it clear
* Think about the meaning and the look of the word when I tackle a new word
* Use what I know about word endings to read new words
* Use what I know about words to work out other words
* Read fiction and non-fiction, and know the difference
* Discuss the book clearly and give full answers to questions
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| Green |  | **GREEN:*** Can read aloud and sound like I’m telling a story
* Read fluently and use the punctuation to help me
* Solve new words while thinking about the meaning, the spelling patterns and the sentence
* Read lots of different types of texts
* Discuss the character and plot and show why I think what I think!
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| Orange |   | **ORANGE:*** Don’t need the illustrations as much and can start reading a text without using them
* Read longer sentences
* Use punctuation to guide my reading
* Think about the meaning, the sentences, the words and the pictures to help me understand as I read
* Search for and use syllables I know within words to read longer words
* Can read between the lines to think about other messages that may be hidden
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| Turquoise  | **TURQUOISE:*** Find meaning in the text while reading without needing to use the illustrations
* Can read lots of different types of texts and talk about how they are the same and different, and what their purpose is
* Use punctuation and text layout to read with expression
* Can read and understand long sentence structures and paragraphs
* Tackle difficult words using what I know about words (word families, word endings)
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| Purple |  | **PURPLE:*** Use punctuation to keep track of longer sentences
* Can talk about what writers have done to make the story interesting
* Use what I know about fiction and non-fiction texts to predict what might happen, or what information I may find out
* Can use lots of different strategies and work out new words by looking at the sentence and thinking about the content
* Am learning to read silently or very quietly, keeping a good pace
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| Gold |  | **GOLD:** * Can predict content, layout and story development of lots of different books
* Read silently or quietly
* Solve most unfamiliar words as I read - using different strategies
* Can read and talk about fiction, non-fiction or poetic language
* Notice what writers do to create meaning
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| 8.5-9 years2A | * Can read aloud confidently using expression
* Can talk about the ways the book is written or presented
* Can suggest how the book could end differently, or how the plot could change
* Can identify and discuss main characters, their actions, and their feelings
* Can use what I know about the alphabet to find information in dictionaries and indexes
* Can talk about how the story could be changed
* Can read silently
* Search for and find information in texts more flexibly
* Notice the spelling of unfamiliar words and relate to known word

Express opinions about what I read and discuss my interpretation of text |
| 9-10 years3B |  | **9-10 Years:*** Read by myself, using different strategies to help me understand
* Can show understanding of main points
* Can talk about the texts I like and dislike, and why this is
* Can find and use information from non-fiction texts
* Can make sensible predictions and use the text to back them up
* Can use appropriate voices for characters
* Can adopt a story-telling voice
* Can recognise the main differences between fiction and non-fiction texts
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| 10-11 years3P |  | **10-11 YEARS:*** Can read a range of appropriate texts fluently and accurately
* Can justify my prediction by referring to the story
* Can begin to find meanings beyond the literal
* Can respond to the tension in a story
* Can read ahead to determine direction in meaning
* Can pause appropriately in response to punctuation and/or meaning
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| 11-12 years3A |  | **11-12 YEARS:*** Show understanding of big ideas, themes, events and characters
* Can identify key points when reading an appropriate text
* Can use evidence from the text to justify opinion
* Can locate and use information
* Can show with help that I have used inference and deduction
* Can find relevant words in a text without prompting
* Show awareness of the listener through use of pauses, emphasis and pace
* Can understand how the meaning of sentences are shaped by punctuation, word order or connectives
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| 12-12.54B |  | **12-12.5 YEARS:*** Can refer to the text to support predictions and opinions
* Can show by my answers that I have read beyond the literal and can use inference
* Can tackle unfamiliar and challenging texts with confidence
* Can identify expressive, figurative and descriptive language used to create effect
* Can use skimming, scanning and note-making to identify the gist or key points in a text
* Can recognise the ways writers present issues and points of view in fiction or non-fiction
* Can identify how language is used and structured in a range of texts
* Can recognise compound and complex sentences and tell you the difference
* Can recognise and identify the language conventions of a range of texts

Can identify fact and opinion in a text |
| 12.5-13 years4P | **12.5-13 YEARS:*** Can select relevant information from a range of suitable texts
* Can identify key features, themes and characters across a range of appropriate texts
* Can select sentences, phrases and relevant information to justify opinions
* Clearly understand the story and show this by answering a range of questions about the text
* Can use detail to give persuasive answers to questions
* Can explain implied meanings by using examples from the text
* Can use note-making effectively to summarise the main points in a text
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| 13-14 years4A-5B |  | **13-14 YEARS:*** Can use inference and deduction with confidence
* Can describe and evaluate authors’ use of techniques, e.g. narrative structure, themes or figurative language, justifying interpretations using the text
* Can retrieve and collate information from a range of sources
* Can communicate a sense of the hidden irony
* Read and comprehend text that is abstract and removed from personal experience
* Make critical comparisons between texts
* Can recognise and discuss the elements and purposes of different text structures, e.g. reports, procedures, narratives etc.
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