

**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 |
| **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 |
| 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 |
| 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! |
| 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 |
| 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) |
| 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 |
| 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 |
| 8.5-9 years  2A | * 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 years  3B |  | **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 |
| 10-11 years  3P |  | **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 |
| 11-12 years  3A |  | **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 |
| 12-12.5  4B |  | **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 years  4P | **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 |
| 13-14 years  4A-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. |