APP READING TRACKER – LEVEL 1

ASSESSMENT FOCUS		1C	1B	1A
1	Use a range of strategies including accurate decoding of text to read for meaning.	• I can begin to segment CVC into individual sounds. • I can use picture clues to help me read unfamiliar words. • I can read some of the YR words. • I can begin to read for meaning with prompting.	• I can segment and blend CVC words. • I can begin to get the first 2 or 3 letters of a word ready to help me read it. • I can read most of the YR words and some of the Y1 words. • I have some awareness of how full stops are used. • I am beginning to read for meaning.	• I can quickly segments and blend CVC words and begin to stretch CCVC words. • I can get the first 2 or 3 letters of a word ready to help me read it. • I know how full stops are used and I am beginning to understand what ! and ? mean. • I am reading for meaning. • I can begin to chunk words and use regular long vowel phonemes (g-r-ee-n).
2	Understand, describe, select or retrieve information, events or ideas and use quotation and reference from text.	• I can recall some parts of familiar texts. • I can talk about characters in familiar stories. • I can tell you my favourite part.	• I can recall most parts of a familiar text. • I can tell you something about characters and events using pictures and information from text. • I can show you my favourite part.	• I can recall the main parts of a familiar text. • I can locate pages of interest. • I can show you a contents page and I know what it is used for.
3	Deduce, infer or interpret information, events or ideas from text.	• I am beginning to ask questions about my book. • I can offer some ideas for story endings.	• I am beginning to make reasonable inferences at a basic level (eg who is speaking). • I notice things in my book and ask questions about them. • I can begin to make simple predictions.	• I can make reasonable inferences at a basic level. • I ask questions and begin to make comments about illustrations, diagrams and changes to text (eg bold print). • I can make simple predictions.
4	Identify and comment on the structure and organisation of texts, including grammatical and presentational features.	• I can sort fiction and non fiction books.	• I am beginning to have awareness of some of the features I may find in a non fiction and fiction book.	• I can name some of the features of a fiction and non fiction book.
5	Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level.	• I can hear, say and begin to find rhyming words. • I am beginning to notice when phrases or words are repeated.	• I can hear, say and find rhyming words. • I notice when a writer uses repeated text independently.	• I can give plausible reasons why an author might have chosen a particular word (with support).
6	Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.	• I can begin to tell you how a story makes me feel and whether I like it or not.	• I can tell you what I think about a text and begin to give a reason (mainly linked to own experience).	• I can begin to give a few simple comments about my preferences linked to my own experiences.
7	Relate texts to their social, cultural and historical traditions.	• I am beginning to predict the outcomes for good characters and bad characters in familiar and traditional stories.	• I understand the pattern of events in familiar and traditional stories (eg Prince defeats dragon, baddies meet sticky ends).	• I can make predictions based on the pattern of events in familiar and traditional stories (eg Prince defeats dragon, baddies meet sticky ends).

	ASSESSMENT FOCUS	2C	2B	2A
1	Use a range of strategies including accurate decoding of text to read for meaning.	• I can quickly segment and blend CVC, CCVC and CVCC words. • I can chunk words and use regular long vowel phonemes (g-r-ee-n). • I can use one other decoding strategy (eg missing the word out, context, hiding words). • I can read all of the Y1 and some of the Y2 words. • I am aware of how . ! ? and , are used and I am beginning to use expression. • I am reading for meaning and beginning to self correct.	• I can use segmenting and blending effectively and independently, identifying a range of long vowel sounds. • I can use more than one other decoding strategy. • I can read all of the Y1 and most of the Y2 words. • I take account of . ! ? , … " " • I can read with some fluency and expression. • I can self correct independently.	• I can use a range of strategies including segmenting, blending, missing the word out, context, hiding words, chunking etc to read unfamiliar words. • I can read all of the KS1 words. • I read with fluency and expression and take account of punctuation (. ! ? , … " " ')
2	Understand, describe, select or retrieve information, events or ideas and use quotation and reference from text.	• I can begin to recall the main points of any text eg character names, main ingredients. • I can talk about my book and make comments. • I can begin to locate information about characters. • I can begin to use a contents page to find information.	• I can recall some specific information about texts including main events, characters and main points. • I know where to locate specific information in my book. • I can begin to locate information to support my comments.	• I can recall specific information about the text and begin to tell you about the main points. • I know where to find information in a fiction and non fiction book. • I can locate some information to support my comments.
3	Deduce, infer or interpret information, events or ideas from text.	• I am beginning to make plausible inferences (eg how a character is feeling). • I make comments about illustrations, diagrams and changes to the text with support (eg why is the text in capitals?).	• I can make plausible inferences and I am beginning to be able to show you which part of the text makes me think this. • I make comments about illustrations, diagrams and changes to the text with increasing accuracy.	• I can make plausible inferences about information and events and use the text to support these. • I can make comments based on textual and pictoral clues independently .
4	Identify and comment on the structure and organisation of texts, including grammatical and presentational features.	• I am beginning to be aware of how fiction and non fiction texts are organised and use this in reading simple texts.	• I can comment on how fiction and non fiction texts are organised and sequenced. • I have some awareness of the types of punctuation I might see in a book.	• I am beginning to understand why some features of organisation are used (eg diagrams and bullet points).
5	Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level.	• I can begin to identify some familiar patterns of language (eg once upon a time, time words). • I can give plausible reasons why an author might have chosen a particular word independently.	• I can show you where writers have used effective words (eg slimy, dull). • I notice familiar patterns of language.	• I can show you where writers have used effective words (eg slimy, dull) and when prompted I can begin to tell you why they have chosen these words.
6	Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.	• I am beginning to understand why a text has been written (that it has a purpose). • I can tell you what I like and dislike about the text.	• I understand the purpose of the text at a basic level. • I am beginning to show awareness of writers' viewpoints (eg she thinks it is not fair). • I can tell you my likes and dislikes about the text and begin to give reasons.	• I can comment on writers' purposes and viewpoints at a basic level. • I can give simple statements about likes and dislikes of texts and give some valid reasons.
7	Relate texts to their social, cultural and historical traditions.	• I am beginning to recognise that texts are set in different times and places.	• I can identify the setting and period in which the book is set.	• I am becoming aware when a book is set in a different culture.

APP READING TRACKER – LEVEL 3

	ASSESSMENT FOCUS	3C	3B	3A
1	Use a range of strategies including accurate decoding of text to read for meaning.	• I can use a range of strategies to decode unfamiliar words mostly effectively. • I can read with an expressive reading voice, taking into account all 2A punctuation and begin to use character voices. • I can read with fluency and understanding.	• I can use a range of strategies to decode unfamiliar words effectively. • I can read with an expressive reading voice, taking into account a wide range of punctuation. • I can use appropriate character voices. • I am beginning to read ahead to look for clues to determine meaning.	• I can apply a wide range of decoding strategies to read different texts fluently and accurately. • I can read ahead to look for clues to determine meaning. • I am beginning to show an awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest.
2	Understand, describe, select or retrieve information, events or ideas and use quotation and reference from text.	• I can recall most of the main points from fiction and non fiction texts, though there maybe some inaccuracy. • I can locate information that helps to support my comments and begin to quote from the text (mainly paraphrasing).	• I can recall most of the main points from more complex texts.	• I can recall all of the main points of the text accurately.
3	Deduce, infer or interpret information, events or ideas from text.	• I can make plausible inferences about information and events and use the text to support these. • My comments show that I understand the text at a literal level (based on personal speculation).	• I can make inferences and begin to find a single point of reference. • My comments show that I understand the meaning of the text and am beginning to infer word meaning.	• I can make inferences based on a single point of reference to the text. • My comments show that I understand the meaning of the text and am becoming proficient at inferring word meaning.
4	Identify and comment on the structure and organisation of texts, including grammatical and presentational features.	• I am aware of how fiction and non fiction texts are organised and sequenced and I am beginning to understand why certain features are used. • I have an awareness of the types of punctuation I will find in fiction and non fiction texts and why these may be used.	• I can name some organisational features of texts and comment on why these are used, including punctuation.	• I can name a wide range of organisational features and explain why these are used.
5	Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level.	• I am beginning to notice language features and use technical terms like adjective to comment on writers' use of language (with some prompting).	• I notice and comment on writers' use of language independently (eg there are lots of adjectives).	• I am frequently commenting on writers' use of language using technical terms independently. • My comments may be brief but show I have a basic understanding of reasons for language choice.
6	Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.	• I can comment on writers' purposes at a basic level. • I can give a personal response to the books, characters, themes etc. but have little awareness of how the writer intends the reader to feel.	• I can identify the main purpose of the text (eg to inform, give instruction).	• I am becoming aware that the writer has a point of view.
7	Relate texts to their social, cultural and historical traditions.	• I can begin to see similarities in the books written by the same author. • I can begin to make comments on the social, historical and cultural settings in the book.	• I am beginning to make connections between texts about the same characters and those with similar plots, settings and themes.	• I can independently make comment about connections between texts, based on plot, characters, themes and authors. • I can make simple comment about what a text reveals about social, cultural and historical backgrounds.

	ASSESSMENT FOCUS	4C	4B	4A
1	Use a range of strategies including accurate decoding of text to read for meaning.	• I can read a wide range of texts fluently and accurately. • I show an awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest. • I understand how the meaning of a sentence is shaped by punctuation, word order, connectives and openers.		
2	Understand, describe, select or retrieve information, events or ideas and use quotation and reference from text.	• I can recall the main points of a text and begin to decipher which are the most relevant points. • I can locate specific information and refer to it in order to support my comments. • I can locate quotes to justify my answers (may lack focus).	• I can quickly locate specific information and refer to it in order to support my comments. • I can locate quotes to justify my answers (may lack focus).	• I can recall the main points of a text and begin to decipher which are the most relevant points with increasing accuracy and speed. • I can locate relevant quotes to justify my answers and I am beginning to be selective in the quotations I choose.
3	Deduce, infer or interpret information, events or ideas from text.	• I can make inferences based on a single point of reference and begin to locate other points within the text which support my comments.	• I can make inferences which are often correct based on evidence from different parts of the text but cannot always root these securely in the text.	• I can make inferences which are often correct based on evidence from different parts of the text with increasing accuracy.
4	Identify and comment on the structure and organisation of texts, including grammatical and presentational features.	• I am beginning to understand why a text has been organised in a certain way (eg describes incident first then goes back to tell you why the child was in the road). • I can name a wide range of organisational features and explain why these are used.	• I can comment on the structural choices made by the author. I understand why they have made these choices and can begin to offer alternative organisational devices. • I understand why a fictional text has been sequenced in a certain way. • I understand how paragraphs are used and linked in texts.	
5	Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level.	• I can identify the features of writers' use of language and I am beginning to comment on their effect on the reader. • I can show you words which I think are effective and begin to tell you why. • I am beginning to comment on examples of how authors express different moods, feelings and attitudes.	• I can show you words which I think are effective and begin to tell you why and I can begin to offer alternative word choices which would have a similar effect. • I can identify and comment on expressive, figurative and descriptive language to create effect. • I can identify and describe a writer's style.	• I can identify a range of features of writers' use of language and comment on their effect on the reader. • I am becoming proficient at identifying words which have been chosen for a particular effect. • I can identify and describe a writer's style and give examples from texts.
6	Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.	• I can identify the main purpose of the text. • My comments show that I have a basic awareness of writers' viewpoints. • I can begin to tell you how the text makes me feel about the characters, themes and issues.	• I can clearly identify the main purpose. • I am beginning to understand the overall effect on the reader (eg the way she uses 'rat like' makes him sound horrible).	• I can make comments which show I have some awareness of writers' viewpoints (eg he tells you all the good points about the zoo but leaves out all the negatives). • I can comment on the overall effect of the text on the reader.
7	Relate texts to their social, cultural and historical traditions.	• I can identify and comment on features that are common to different texts or versions of the same text (eg characters, settings, presentational features). • I am beginning to understand how the meaning and effect of a text can be dependent on the readers or writers context.		

APP READING TRACKER – LEVEL 5

	ASSESSMENT FOCUS	5C	5B	5A
1	Use a range of strategies including accurate decoding of text to read for meaning.	• When reading aloud I can use text as a script, manipulating roles and language to engage the listener.		
2	Understand, describe, select or retrieve information, events or ideas and use quotation and reference from text.	• I can begin to identify the most relevant points using information from all sections of the text. • I can begin to locate information from more than one source / section of a text to support my comments. • I can select appropriate quotations from a section of text which justify my comments.	• I can locate information from more than one source / section of a text to give persuasive answers to questions.	• I can identify the most relevant points using information from all sections of the text. • I can begin to summarise information from different sources. • I can quickly locate the relevant sections, from different texts, that will support a specific comment.
3	Deduce, infer or interpret information, events or ideas from text.	• I am beginning to develop my explanations of inferred meaning based on evidence from different points in the text.	• I can begin to make conclusions about characters based on their speech and actions.	• I can give a developed explanation of inferred meaning based on a range of textual evidence. • I can make conclusions about characters based on their speech and actions.
4	Identify and comment on the structure and organisation of texts, including grammatical and presentational features.	• My comments show that I have a good understanding of the reasons why writers have structured and organised texts in a certain way. • I can begin to explain the effect their choices have on the reader.	• I can explain the effect writers' choices have on the reader with confidence. • I am beginning to evaluate the effectiveness of devices used for structure and organisation.	• I can discuss and evaluate how the structural and organisational choices support writers' themes and purposes and can support this with references to the text.
5	Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level.	• I can begin to analyse how the author has chosen a range of language features to convey different messages, moods, feelings and attitudes.	• I can analyse how the author has chosen a range of language features to convey different messages, moods, feelings and attitudes. • I am beginning to identify unusual language and tell you why it has been used (eg ink up is a good way to describe the ripening blackberries). • I can compare and contrast the style of individual writers providing a few examples.	• I can analyse various features of writers' use of language with some explanation (eg as story climaxes sentences become short which creates tension). • I can identify unusual language and tell you why it has been used (eg ink up is a good way to describe the ripening blackberries). • I can compare and contrast styles of writers providing evidence and explanation.
6	Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.	• I am beginning to give a summary of the text in which I can identify its main purpose. • I can identify the writer's viewpoint with some explanations.	• I can declare and justify personal preferences for writers and types of text.	• I can give a concise summary of the text's purpose (eg the writer is against war and wants to persuade you to agree). • Authors' viewpoints are clearly identified with explanations. • I have an awareness of the effect of the text on the reader and can give explanations beyond personal preference.
7	Relate texts to their social, cultural and historical traditions.	• I can comment on text conventions and identify similarities and differences between texts or versions of the same text. • I can give some explanation of how the context in which the text was written contributes to its meaning.		