



Revised Expansion of the Levels of Progression
in Communication across the Curriculum:
Key Stage 3 (Levels 1–7)

Reading

(Non-statutory guidance)



Reading

Key Stage 3 (Levels 1–7)

Purpose of this Document

The following guidance is intended to support teachers in their assessments of pupils in relation to the Levels of Progression for Communication.

This guidance provides more detailed explanation and exemplification of the criteria within the Levels of Progression grids. The examples provided are for illustrative purposes only and will assist teachers by indicating some typical ways in which pupils might demonstrate their competence at a given level.

Reading
Levels 1-7

Requirements for Communication	
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:	
Reading	
Pupils should be enabled to:	
Level 1	Pupils can:
1. read a range of texts* for information, ideas and enjoyment;	(a) show understanding of the meaning carried by print, pictures and images; Pupils can understand messages conveyed by pictures, images, words, phrases and simple sentences.
2. use a range of strategies to read with increasing independence;	(a) understand that words are made up of sounds and syllables and that sounds are represented by letters; Pupils can identify syllables in words and can segment and blend them. (b) use reading strategies; Pupils can use strategies such as prior knowledge and pictures to make sense of a text*. They can use sound-symbol correspondence and can use context and syntax to make predictions about words.
3. find, select and use information from a range of sources;	(a) read and understand familiar words, signs and symbols in the environment; (b) use visual clues to locate information; Pupils can use labels or pictures to find resources or information.
4. understand and explore ideas, events and features in texts*;	(a) use language associated with texts*; Pupils can talk about texts using words such as "cover", "pages" and "author/writer".
5. use evidence from texts* to explain opinions.	(a) talk about what they read and answer questions. Pupils can talk about what they have read and show their understanding through activities such as discussion or role-play.

Level 2	Level 3
Engaging with a range of short, simple texts*, both reading aloud and silently, pupils can:	Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, pupils can:
(a) understand, recount and sequence events and information; Pupils can understand, retell and put in order events and information.	(a) recognise, understand and sequence main points; (b) paraphrase with general accuracy; Pupils can put the main points in their own words.
(a) use a range of reading strategies; Pupils can integrate a range of strategies when reading texts* at instructional and independent levels. These strategies may be teacher led.	(a) choose and use reading strategies independently; Pupils can choose and use strategies independently to read a text* such as using context cues to help identify and give meaning to words they do not recognise.
(a) select information for a purpose; Pupils can select appropriate materials in order to find information. (b) use basic alphabetical knowledge and visual clues to locate information; Pupils can use the first letter and visual clues to locate information.	(a) use organisational features, including alphabetical order, to locate and obtain information; Pupils can use simple organisational features, such as contents and index pages, to find information.
(a) recognise some forms and features of texts*; Pupils can recognise that different texts* have different features.	(a) understand that there are different forms and features of texts*; Pupils can understand that different types of text* have their own particular features. (b) make deductions using information from the text*; Pupils can pick up on some things a writer does not state directly.
(a) ask questions to seek clarification that develops understanding; (b) express opinions and make predictions. Pupils can say what they think about a text* and say what they think might happen next.	(a) ask and respond to questions to extend understanding; (b) express opinions and give reasons. Pupils can offer opinions about what they have read and why they think as they do.

* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

Reading
Levels 1-7

Requirements for Communication	
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:	
Reading Pupils should be enabled to:	
	Level 3
	Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, pupils can:
1. read a range of texts* for information, ideas and enjoyment;	<p>(a) recognise, understand and sequence main points;</p> <p>(b) paraphrase with general accuracy; Pupils can put the main points in their own words.</p>
2. use a range of strategies to read with increasing independence;	(a) choose and use reading strategies independently; Pupils can choose and use strategies independently to read a text* such as using context cues to help identify and give meaning to words they do not recognise.
3. find, select and use information from a range of sources;	(a) use organisational features, including alphabetical order, to locate and obtain information; Pupils can use simple organisational features, such as contents and index pages, to find information.
4. understand and explore ideas, events and features in texts*;	<p>(a) understand that there are different forms and features of texts*; Pupils can understand that different types of text* have their own particular features.</p> <p>(b) make deductions using information from the text*; Pupils can pick up on some things a writer does not state directly.</p>
5. use evidence from texts* to explain opinions.	<p>(a) ask and respond to questions to extend understanding;</p> <p>(b) express opinions and give reasons. Pupils can offer opinions about what they have read and why they think as they do.</p>

Level 4	Level 5
Engaging with a range of texts* of varying lengths for a variety of purposes, pupils can:	Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, pupils can:
<p>(a) show understanding by identifying and summarising information; Pupils can understand the overall meaning of a text* and identify the important points.</p> <p>(b) paraphrase; Pupils can use their own words to convey their understanding of what they have read.</p>	(a) show understanding by identifying and summarising information, ideas and details; Pupils can show their understanding of the meaning of a text* by summarising its main ideas and messages and/or by selecting appropriate details.
(a) read independently; Pupils can use a range of comprehension strategies independently to make sense of a text*.	
(a) locate relevant information and use it appropriately; Pupils can search for information, decide what is relevant and use it to suit the purpose.	(a) select and manage information from a range of sources; Pupils can research, select and organise relevant information from different sources and use it appropriately in their work.
<p>(a) recognise main features and understand how these are linked to form and purpose; Pupils can identify words and phrases, linguistic techniques such as alliteration and features of presentation such as structure, layout and colour, and understand how these are linked to form and purpose.</p> <p>(b) understand explicit meanings and recognise some implicit meanings; Pupils can understand what has been directly stated and identify some of what has been just suggested.</p>	<p>(a) describe language, structure and presentation; Pupils can describe how and why a writer has used words and phrases, linguistic techniques such as alliteration and features of presentation such as layout and colour, in constructing a text*.</p> <p>(b) understand some implicit meanings and attitudes; Pupils can make some comment to show that they understand what has been suggested rather than stated and that a writer may have a particular attitude to what he/she is writing about.</p> <p>(c) differentiate between fact and opinion; Pupils can show they understand the difference between factual information and personal opinions.</p>
(a) explain opinions about what they read. Pupils can make their opinions clear and give well thought out reasons.	(a) make reference to text* to support opinions and draw conclusions. Pupils can refer to specific parts of a text* (not necessarily in quotation) to back up their opinions and draw conclusions about what they have read.

* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

Reading
Levels 1-7

Requirements for Communication	
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:	
Reading Pupils should be enabled to:	
Level 5	Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, pupils can:
1. read a range of texts* for information, ideas and enjoyment;	(a) show understanding by identifying and summarising information, ideas and details; Pupils can show their understanding of the meaning of a text* by summarising its main ideas and messages and/or by selecting appropriate details.
2. use a range of strategies to read with increasing independence;	
3. find, select and use information from a range of sources;	(a) select and manage information from a range of sources; Pupils can research, select and organise relevant information from different sources and use it appropriately in their work.
4. understand and explore ideas, events and features in texts*;	(a) describe language, structure and presentation; Pupils can describe how and why a writer has used words and phrases, linguistic techniques such as alliteration and features of presentation such as layout and colour, in constructing a text*. (b) understand some implicit meanings and attitudes; Pupils can make some comment to show that they understand what has been suggested rather than stated and that a writer may have a particular attitude to what he/she is writing about. (c) differentiate between fact and opinion; Pupils can show they understand the difference between factual information and personal opinions.
5. use evidence from texts* to explain opinions.	(a) make reference to text* to support opinions and draw conclusions. Pupils can refer to specific parts of a text* (not necessarily in quotation) to back up their opinions and draw conclusions about what they have read.

Level 6	Level 7
Engaging with a range of complex texts*, including those written for a wider audience, pupils can:	Across a range of complex sources, including those produced for a wider audience, pupils can:
(a) identify how main points, details or ideas are organised and developed; Pupils can show a focused understanding of a text* by examining in detail what has been written and how the writer has communicated his/her meaning.	
(a) read critically to compare information from a range of sources; Pupils can read and compare a variety of sources in detail and question these sources in order to locate information. (b) evaluate and adapt information; Pupils can select the most valid and reliable information, and adapt and use this information appropriately for their purpose.	(a) discriminate between different sources, recognising the relevance, reliability and accuracy of the information; Pupils can evaluate the strengths and weaknesses of various sources and use the most valid to present their findings, taking into account audience and purpose. (b) synthesise information from a range of sources; Pupils can use information from a number of sources and present it as a coherent response.
(a) explain the effects of language, structure and presentation; Pupils can explain how and why a writer has deliberately used words and phrases, linguistic techniques such as alliteration and features of presentation such as layout and colour, when constructing a text*. (b) identify authors' intentions; Pupils can show understanding of what a writer wants the reader to know, understand and feel about a text* and/or a subject. (c) detect points of view, lines of reasoning and bias; Pupils can follow an argument and comment on a writer's point of view and/or possible bias.	(a) explain in detail the effects of language, structure and presentation; Pupils can analyse in sufficient detail how and why a writer has shaped the reader's response by deliberately using words and phrases, linguistic techniques such as alliteration and features of presentation such as layout and colour, when constructing a text*.
(a) use appropriate and sufficient evidence to justify their ideas and opinions. Pupils can select from a text* the details which most effectively justify their opinions or conclusions. This can be done through quotation or by referring to specific parts of a text*.	(a) expand on opinions, informed by well-selected evidence. Pupils can demonstrate a well developed understanding of a text* supported by carefully chosen evidence.

* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.



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