

## Ready Reckoner: Expansion Statements for Reading

Requirements	Level 1	Level 2	Level 3	Level 4	Level 5
Read a range of texts for information, ideas and enjoyment	Meaning in <b>pictures, print and images</b>	Understand, <b>recount and sequence</b>	<b>Recognise and sequence main points Paraphrase (retelling)</b>	<b>Summarise and paraphrase main message in own words</b>	Show understanding by summarising <b>key messages</b>
Use a range of strategies to read with increasing independence	<b>Sounds, syllables and sounds represented by letters</b>  <b>Use reading strategies</b> – prior knowledge and pictures	Reading strategies at <b>instructional level</b>	Use reading strategies <b>independently</b> e.g. context cues	Read independently with comprehension	
Find, select and use information from a range of sources	Read <b>familiar words, signs and symbols</b>  Use labels, pictures to find things – visual clues	Select info from materials they need <b>Alphabetical order</b> (first letter)	<b>Organisational features</b> Alphabetical order, contents, index, reference to locate information	Locate and decide <b>if relevant</b> e.g. internet research to suit purpose	<b>Select and manage</b> from a range of sources. <b>Organise</b> information
Understand and explore ideas, events and features in texts	Use language of text e.g. front, cover	Recognise <b>some forms and features of texts e.g. non-fiction, dictionary</b>	Understand <b>different</b> forms and features of text  <b>Make deductions</b>	Recognise <b>main features</b> linked to form and purpose e.g. advert must be persuasive  <b>Recognise understand explicit and some implicit meanings</b>	Describe language, structure and presentation: <b>explain reasons for this</b>  <b>Connect form, audience and purpose</b>  <b>Understand some implicit meanings and attitudes</b>  <b>Empathy</b>  <b>Fact/opinion</b>
Use evidence from texts to explain opinions	<b>Talk about</b> what they have read and <b>answer</b> questions.	<b>Ask</b> questions <b>Express opinions</b> <b>Make predictions</b>	<b>Ask and respond</b> to questions for understanding  <b>Give reasons for opinions</b>	<b>Explain opinions – thought out reasons</b>	<b>Evidence from text to support opinions and draw conclusions</b>

## Ready Reckoner: Expansion Statements for Writing

Requirements	Level 1	Level 2	Level 3	Level 4	Level 5
<b>Talk about, plan and edit work</b>	Only <b>Talk</b>	Talk about <b>Form</b> discuss writing prompts  Talk and check against criteria	<b>Prompts to plan</b> and some evidence in writing  <b>LI and SC checked against work</b>	<b>Make use of plan</b> Take account of feedback on all aspects of writing <b>includes meaning</b>	<b>Redraft, account of feedback</b> , all aspects of writing <b>including content and structure</b>
<b>Communicate information, meaning, feelings, imaginings and ideas in a clear and organised way</b>	<b>Own experience</b> – pictures, symbols words, phrases, simple sentences	<b>Simple recount of own experience</b>  <b>Structure showing elements of form</b>	<b>Beyond own experience including opinions</b> (imagination)  Clear structure: <b>Sequence beginning, middle, and end</b> <b>SUPPORTING detail</b>	<b>Give reasons</b>  <b>Use of paragraphs</b>  <b>Vocabulary and added detail</b>	<b>Precise vocabulary (technical)</b>  <b>Justify opinions</b>  <b>Clear structure and form</b>
<b>Develop, express and present ideas in a variety of forms and formats using traditional and digital resources, for different audiences and purposes</b>	<b>Not a requirement of level 1</b>	<b>Use given form</b>	<b>Form meets SC requirements</b>	<b>Choose form appropriate to purpose and audience</b>	<b>Match form and language to audience and purpose</b>  <b>Formal style if appropriate – sustaining style</b>
<b>Write with accuracy and proficiency</b>	Sound symbol correspondence  Write personal and familiar words  Some control – lower upper case letters	<b>Capital letters full stops</b>  <b>Phonetically plausible</b>  <b>Legible handwriting</b>	<b>Start sentences in different ways</b>  Also <b>question marks, exclamation marks, basic grammar, parts of speech</b>  <b>Improved spelling use of dictionary etc</b>  <b>Consistent writing</b>	Vary word order and <b>linking words</b>  Accurate use of <b>Commas, apostrophes and speech marks</b>  <b>Accurate: tenses spelling</b>	<b>Use of clauses</b>  <b>Range of punctuation consistent/accurate</b>  Spell some unfamiliar words  <b>Apply grammar</b>