





Reading: Comprehension Success Criteria (Levels 1–3)



	Level 1	Level 2	Level 3
Requirements	I can:	Engaging with a range of short, simple texts*, both reading aloud and silently, I can:	Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, I can:
1 Understand	a. understand what I read <i>(This will include making meaning from pictures, images and texts*. It will include words, phrases and simple sentences.)</i>	a. read the text* and understand what I read retell some of the things I have read correctly order some events in the text* that I have read	a. show my understanding of the text* by recognising the main actions/events put the main points of the text* in the correct sequence b. retell the main points in my own words
2 Read	a. put sounds together to help me read words use syllables to help me read and understand words b. use what I already know to help me read use pictures to help me read words look at where the word comes in a sentence to help me decide what the word is	a. read familiar words to help me understand text* sound out unfamiliar words use reading strategies to help me <i>(This will include a range of reading strategies such as using picture cues, reading to the end of the sentence, sounding out etc.)</i>	a. choose and use a range of reading strategies without help so that I can identify words decide on the meaning of words which I don't know using the text* to help me
3 Research	a. read and understand words and signs in my classroom use pictures or labels to help me find information	a. choose the best resource to help me find information <i>(This may include a book, webpage etc.)</i> find information from a resource using alphabetical order to help me <i>(This will be alphabetical order to the first letter.)</i>	a. use organisational features of texts* to help me find information <i>(This will include contents, index, homepage and being familiar with the library referencing system.)</i>
4 Explain	a. talk about the cover of a book talk about the pages in a book talk about the name of the author talk about the person who has drawn the pictures in the book	a. understand that there are different types of texts* <i>(This will include fiction/non-fiction.)</i> understand how different texts* are set out <i>(This may include recognising that a fiction text may have chapters whereas a non-fiction text may have headings, diagrams, pictures etc.)</i>	a. understand the features of different texts* <i>(This may include, for example, the features of a newspaper, website, poem, play, advertisement, blog, reference book etc.)</i> b. pick up on some things in the text* which the author does not say directly <i>(This may include, for example, the physical description of characters, behaviour, setting, dialogue etc.)</i>
5 Use Evidence	a. talk with my teacher about what I have read show my understanding by answering questions about what I have read <i>(This may include, for example, a discussion or role play.)</i>	a. ask questions to help me understand more about what I read b. say/write what I think will happen next in the story	a. ask and respond to questions to develop my understanding of the text* b. give my opinion about what I have read and provide reasons for my thinking



Reading: Comprehension Success Criteria (Levels 3–5)

	Level 3	Level 4	Level 5
Requirements	Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, I can:	Engaging with a range of texts* of varying lengths for a variety of purposes, I can:	Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, I can:
1 Understand	<p>a. show my understanding of the text* by recognising the main actions/events</p> <p>put the main points of the text* in the correct sequence</p> <p>b. retell the main points in my own words</p>	<p>a. identify the important points in the text* (summarise) and use this information in my comprehension answers</p> <p>b. paraphrase the main message in the text using my own words</p>	<p>a. demonstrate understanding of the text* by clearly identifying and summarising appropriate details in my responses</p> <p>understand and summarise the key messages portrayed by the author and use these to create detailed responses</p>
2 Read	<p>a. choose and use a range of reading strategies without help so that I can identify words</p> <p>decide on the meaning of words which I don't know using the text* to help me</p>	<p>a. understand what I have read without help from my teacher/classmate</p>	Not Applicable
3 Research	<p>a. use organisational features of texts* to help me find information <i>(This will include contents, index, homepage and being familiar with the library referencing system.)</i></p>	<p>a. find the information which I need <i>(This could be finding information from a number of places within the same text*.)</i></p> <p>decide which information is relevant and use it in my response</p>	<p>a. find information which I need from a range of sources</p> <p>decide which information is most appropriate and use it in my response</p>
4 Explain	<p>a. understand the features of different texts* <i>(This may include, for example, the features of a newspaper, website, poem, play, advertisement, blog, reference book etc.)</i></p> <p>b. pick up on some things in the text* which the author does not say directly <i>(This may include, for example, the physical description of characters, behaviour, setting, dialogue etc.)</i></p>	<p>a. understand the features of the text* understand why the author has used specific language in the text*</p> <p>b. understand things which the author says in the text* understand things which the author suggests but does not say in the text*</p>	<p>a. identify and make comments about how and why the author has used words and phrases <i>(This may also include, linguistic techniques such as alliteration, features of presentation such as structure of novels, plays, poems and films.)</i></p> <p>b. identify and write about how the author uses language to influence the reader's perception <i>(For example, the author may have a particular attitude towards a character which is hinted at in the text.)</i></p> <p>c. identify, and show in my responses, that I understand the difference between factual information and opinions</p>
5 Use Evidence	<p>a. ask and respond to questions to develop my understanding of the text*</p> <p>b. give my opinion about what I have read and provide reasons for my thinking</p>	<p>a. give my opinion about the text* and give well-thought-out reasons to explain my thinking</p>	<p>a. support my opinion and draw conclusions about what I have read making specific reference to the text* <i>(This may include the use of relevant quotations, if appropriate.)</i></p>

 Requirements/ Key Skills	READING: COMPREHENSION Level 1: What I need to do I can:	Self/Peer Assessment 
1 Understand	a. understand what I read	<input type="checkbox"/>
2 Read	a. put sounds together to help me read words use syllables to help me read and understand words	<input type="checkbox"/> <input type="checkbox"/>
	b. use what I already know to help me read use pictures to help me read words look at where the word comes in a sentence to help me decide what the word is	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3 Research	a. read and understand words and signs in my classroom use pictures or labels to help me find information	<input type="checkbox"/> <input type="checkbox"/>
4 Explain	a. talk about the cover of a book talk about the pages in a book talk about the name of the author talk about the person who has drawn the pictures in the book	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 Use Evidence	a. talk with my teacher about what I have read show my understanding by answering questions about what I have read	<input type="checkbox"/> <input type="checkbox"/>

 Requirements/ Key Skills	READING: COMPREHENSION Level 1: What I need to do I can:	Self/Peer Assessment 
1 Understand	a. understand what I read	<input type="checkbox"/>
2 Read	a. put sounds together to help me read words use syllables to help me read and understand words	<input type="checkbox"/> <input type="checkbox"/>
	b. use what I already know to help me read use pictures to help me read words look at where the word comes in a sentence to help me decide what the word is	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
3 Research	a. read and understand words and signs in my classroom use pictures or labels to help me find information	<input type="checkbox"/> <input type="checkbox"/>
4 Explain	a. talk about the cover of a book talk about the pages in a book talk about the name of the author talk about the person who has drawn the pictures in the book	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
5 Use Evidence	a. talk with my teacher about what I have read show my understanding by answering questions about what I have read	<input type="checkbox"/> <input type="checkbox"/>

 Requirements/ Key Skills	READING: COMPREHENSION Level 2: What I need to do Engaging with a range of short, simple texts, both reading aloud and silently, I can:	Self/Peer Assessment 
1 Understand	a. read the text and understand what I read retell some of the things I have read correctly order some events in the text that I have read	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2 Read	a. read familiar words to help me understand text sound out unfamiliar words use reading strategies to help me	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Research	a. choose the best resource to help me find information find information from a resource using alphabetical order to help me	<input type="radio"/> <input type="radio"/>
4 Explain	a. understand that there are different types of texts understand how different texts are set out	<input type="radio"/> <input type="radio"/>
5 Use Evidence	a. ask questions to help me understand more about what I read	<input type="radio"/>
	b. say/write what I think will happen next in the story	<input type="radio"/>

 Requirements/ Key Skills	READING: COMPREHENSION Level 2: What I need to do Engaging with a range of short, simple texts, both reading aloud and silently, I can:	Self/Peer Assessment 
1 Understand	a. read the text and understand what I read retell some of the things I have read correctly order some events in the text that I have read	<input type="radio"/> <input type="radio"/> <input type="radio"/>
2 Read	a. read familiar words to help me understand text sound out unfamiliar words use reading strategies to help me	<input type="radio"/> <input type="radio"/> <input type="radio"/>
3 Research	a. choose the best resource to help me find information find information from a resource using alphabetical order to help me	<input type="radio"/> <input type="radio"/>
4 Explain	a. understand that there are different types of texts understand how different texts are set out	<input type="radio"/> <input type="radio"/>
5 Use Evidence	a. ask questions to help me understand more about what I read	<input type="radio"/>
	b. say/write what I think will happen next in the story	<input type="radio"/>

Requirements/ Key Skills	READING: COMPREHENSION Level 3: What I need to do Engaging with a range of longer texts for a variety of purposes, both reading aloud and silently, I can:	Self/Peer Assessment
1 Understand	a. show my understanding of the text by recognising the main actions/events put the main points of the text in the correct sequence	<input type="checkbox"/> <input type="checkbox"/>
	b. retell the main points in my own words	<input type="checkbox"/>
2 Read	a. choose and use a range of reading strategies without help so that I can identify words decide on the meaning of words which I don't know using the text to help me	<input type="checkbox"/> <input type="checkbox"/>
3 Research	a. use organisational features of texts to help me find information	<input type="checkbox"/>
4 Explain	a. understand the features of different texts	<input type="checkbox"/>
	b. pick up on some things in the text which the author does not say directly	<input type="checkbox"/>
5 Use Evidence	a. ask and respond to questions to develop my understanding of the text	<input type="checkbox"/>
	b. give my opinion about what I have read and provide reasons for my thinking	<input type="checkbox"/>

Requirements/ Key Skills	READING: COMPREHENSION Level 3: What I need to do Engaging with a range of longer texts for a variety of purposes, both reading aloud and silently, I can:	Self/Peer Assessment
1 Understand	a. show my understanding of the text by recognising the main actions/events put the main points of the text in the correct sequence	<input checked="" type="checkbox"/> <input type="checkbox"/>
	b. retell the main points in my own words	<input type="checkbox"/>
2 Read	a. choose and use a range of reading strategies without help so that I can identify words decide on the meaning of words which I don't know using the text to help me	<input type="checkbox"/> <input type="checkbox"/>
3 Research	a. use organisational features of texts to help me find information	<input type="checkbox"/>
4 Explain	a. understand the features of different texts	<input type="checkbox"/>
	b. pick up on some things in the text which the author does not say directly	<input type="checkbox"/>
5 Use Evidence	a. ask and respond to questions to develop my understanding of the text	<input type="checkbox"/>
	b. give my opinion about what I have read and provide reasons for my thinking	<input type="checkbox"/>

Requirements/ Key Skills	READING: COMPREHENSION Level 4: What I need to do Engaging with a range of texts of varying lengths for a variety of purposes, I can:	Self/Peer Assessment
1 Understand	a. identify the important points in the text (summarise) and use this information in my comprehension answers	<input type="checkbox"/>
	b. paraphrase the main message in the text using my own words	<input type="checkbox"/>
2 Read	a. understand what I have read without help from my teacher/classmate	<input type="checkbox"/>
3 Research	a. find the information which I need decide which information is relevant and use it in my response	<input type="checkbox"/> <input type="checkbox"/>
4 Explain	a. understand the features of the text understand why the author has used specific language in the text	<input type="checkbox"/> <input type="checkbox"/>
	b. understand things which the author says in the text understand things which the author suggests but does not say in the text	<input type="checkbox"/> <input type="checkbox"/>
5 Use Evidence	a. give my opinion about the text and give well-thought-out reasons to explain my thinking	<input type="checkbox"/>

Requirements/ Key Skills	READING: COMPREHENSION Level 4: What I need to do Engaging with a range of texts of varying lengths for a variety of purposes, I can:	Self/Peer Assessment
1 Understand	a. identify the important points in the text (summarise) and use this information in my comprehension answers	<input checked="" type="checkbox"/>
	b. paraphrase the main message in the text using my own words	<input type="checkbox"/>
2 Read	a. understand what I have read without help from my teacher/classmate	<input type="checkbox"/>
3 Research	a. find the information which I need decide which information is relevant and use it in my response	<input type="checkbox"/> <input type="checkbox"/>
4 Explain	a. understand the features of the text understand why the author has used specific language in the text	<input type="checkbox"/> <input type="checkbox"/>
	b. understand things which the author says in the text understand things which the author suggests but does not say in the text	<input type="checkbox"/> <input type="checkbox"/>
5 Use Evidence	a. give my opinion about the text and give well-thought-out reasons to explain my thinking	<input type="checkbox"/>



Requirements/ Key Skills	READING: COMPREHENSION Level 5: What I need to do Engaging with a range of texts of varying lengths for a variety of purposes, including texts written for a wider audience, I can:	Self/Peer Assessment
1 Understand	a. demonstrate understanding of the text by clearly identifying and summarising appropriate details in my responses understand and summarise the key messages portrayed by the author and use these to create detailed responses	<input type="checkbox"/>
2 Read	Not Applicable	<input type="checkbox"/>
3 Research	a. find information which I need from a range of sources decide which information is most appropriate and use it in my response	<input type="checkbox"/>
4 Explain	a. identify and make comments about how and why the author has used words and phrases b. identify and write about how the author uses language to influence the reader's perception c. identify, and show in my responses, that I understand the difference between factual information and opinions	<input type="checkbox"/>
5 Use Evidence	a. support my opinion and draw conclusions about what I have read making specific reference to the text	<input type="checkbox"/>

Requirements/ Key Skills	READING: COMPREHENSION Level 5: What I need to do Engaging with a range of texts of varying lengths for a variety of purposes, including texts written for a wider audience, I can:	Self/Peer Assessment
1 Understand	a. demonstrate understanding of the text by clearly identifying and summarising appropriate details in my responses understand and summarise the key messages portrayed by the author and use these to create detailed responses	<input type="checkbox"/>
2 Read	Not Applicable	<input type="checkbox"/>
3 Research	a. find information which I need from a range of sources decide which information is most appropriate and use it in my response	<input type="checkbox"/>
4 Explain	a. identify and make comments about how and why the author has used words and phrases b. identify and write about how the author uses language to influence the reader's perception c. identify, and show in my responses, that I understand the difference between factual information and opinions	<input type="checkbox"/>
5 Use Evidence	a. support my opinion and draw conclusions about what I have read making specific reference to the text	<input type="checkbox"/>