By the end of Magenta (Levels 1-2) the student:

Reading

o Differentiates between writing and pictures.
o Holds the text the right way up.
o Points to words using one-to-one correspondence when 'reading'.
o Reads some high frequency words correctly in simple, predictable texts, e.g. my, I.
o Begins to read with fluency and rhythm when text and image placement are consistent.

Comprehension

o Recalls some details from illustrations.
o Is beginning to analyse and evaluate stories read and viewed by providing and justifying a personal opinion.
o Talks about information in factual texts.
o Can retell parts of the story in sequence.

Vocabulary Knowledge

o Knows the meaning of, and when speaking, can use words that are likely to be encountered in easy reading texts, e.g. big, little.
o Names some basic parts of a computer, e.g. screen, key board, mouse, space bar.
o Asks questions to find out meanings of unfamiliar words.

Print Concepts

o Identifies one or more capital letters when prompted.
o Names a full stop.
o Identifies a word in print.
o Identifies a letter in print.
o Indicates left to right.
o Points to the first word to read.
o Indicates return sweep to left at the end of a line of text.
o Understands that print conveys meaning.
o 'Reads' beginning at the front and finishing at the back of the book.

By the end of Red (Levels 3-5) the student:

Reading
o Uses context to predict meaning in texts and supplement decoding attempts.
o Reads words using known letter/sound relationships.
o Reads a number of 'easy' texts with an increasing number of high frequency words and illustrations that provide high support.
o Begins to develop fluency and understanding by revisiting familiar texts.

Comprehension
o Begins to understand inferred meaning.
o Gives an unprompted sequenced retell of a story that includes the beginning, middle and end.
o Recalls many details from illustrations in a story book.
o Builds meaning in factual texts by using illustrations.

Vocabulary Knowledge
o Begins to expand the vocabulary used to describe everyday events and experiences.
o Begins to use topic words when speaking and writing.
o Identifies unfamiliar words and attempts to use experience and context to work out word meanings.

Print Concepts
o Names a full stop and knows its purpose.
o Identifies a capital letter.
o Identifies the first letter in a word.
o Identifies the last letter in a word.
o Reads left page before right.
o Understands that words and the spaces between words contribute to meaning.
o Shows awareness of beginning screen management skills, e.g. scrolling.

By the end of Yellow (Levels 6-8) the student:

Reading

o Maintains fluency when reading texts with varied and irregular text and image placement.
o Pauses or hesitates when meaning is disrupted when reading.
o Reads aloud with increasingly appropriate pitch, intonation and fluency.

Comprehension

o Interprets meaning by answering an inferential question correctly.
o Responds to overall meaning in literary and factual texts by talking about the central themes.
o Analyses and evaluates a character's actions or events in a story through discussion.
o Builds understandings of a topic by identifying key facts in texts in print and on screen.

Vocabulary Knowledge

o Knows the meaning of commonly used words in texts read and demonstrates this knowledge when writing and speaking.
o Uses grammar and context of a text to work out the meaning of an unfamiliar word.
o Begins to adjust register to suit audience and situation.
o Articulates most speech sounds (exceptions could be: /r/, /v/, /th/).

Print Concepts

o Identifies a number of capital letters.
o Uses capital letters for names.
o Identifies a sentence.
o Understands that words are read the same way each time.
o Identifies simple screen functionality, e.g. buttons, menus.

In Blue (Levels 9-11) the student is working towards:

Reading

o Reading texts with varied sentence patterns and several lines of text per page.

o Demonstrating increased fluency by recognising and decoding words automatically when reading familiar texts.

o Recognising when meaning is disrupted and attempting to self-correct when reading.

o Reading fluently and accurately with attention to punctuation.

Comprehension

o Responding to questions about a character's actions, qualities, characteristics by expressing an opinion about the character.

o Building understanding by interpreting and discussing inferred meanings.

o Interpreting information in factual texts, e.g. using contents page and screen icons to locate specific information.

Vocabulary Knowledge

o Using knowledge and understanding of topic words when reading, writing and speaking.

o Accurately using a range of basic computer and Internet terminology, e.g. icon, bold, italics, home page.

o Demonstrating awareness that some words have multiple meanings when reading, writing and speaking.

Print Concepts

o Understanding that punctuation and capital letters support meaning.

By the end of Green (Levels 12-14) the student:

Reading

o Reads texts with varied sentence patterns and several lines of text per page.

o Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts.

o Recognises when meaning is disrupted and attempts to self-correct when reading.

o Reads fluently and accurately with attention to punctuation.

Comprehension

o Responds to questions about a character's actions, qualities, characteristics by expressing an opinion about the character.

o Builds understanding by interpreting and discussing inferred meanings.

o Interprets information in factual texts, e.g. using contents page and screen icons to locate specific information.

Vocabulary Knowledge

o Uses knowledge and understanding of topic words when reading, writing and speaking.

o Accurately uses a range of basic computer and Internet terminology, e.g. icon, bold, italics, home page.

o Demonstrates awareness that some words have multiple meanings when reading, writing and speaking.

Print Concepts

o Understands that punctuation and capital letters support meaning.

wushka
Learning to Read

In Orange (Levels 15-16) the student is working towards:

Reading

o Understanding that pathways for reading literary and factual, print and screen texts can be navigated in different ways.

o Self-correcting when meaning is disrupted, e.g. by pausing, repeating words and phrases, rereading and reading on.

o Reading aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression.

Comprehension

o Retelling and responding to incidents from a story book with attention to plot elements such as setting, character, conflict and resolution.

o Showing awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites.

o Analysing and evaluating a character's actions/ motives in a story.

Vocabulary Knowledge

o Showing beginning understanding of the effects of different words and phrases, e.g. to create humour, to persuade, to inform.

o Appling knowledge of base words to build word families, e.g. move, moving, remove.

wushka

Learning to Read

By the end of Turquoise (Levels 17-18) the student:

Reading

o Understands that pathways for reading literary and factual, print and screen texts can be navigated in different ways.

o Self-corrects when meaning is disrupted, e.g. by pausing, repeating words and phrases, rereading and reading on.

o Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression.

Comprehension

o Retells and responds to incidents from a story book with attention to plot elements such as setting, character, conflict and resolution.

o Shows awareness that information about one topic can be sought from a number of sources, e.g. graphs, posters, reference texts, websites.

o Analyses and evaluates a character's actions/ motives in a story.

Vocabulary Knowledge

o Shows beginning understanding of the effects of different words and phrases, e.g. to create humour, to persuade, to inform.

o Applies knowledge of base words to build word families, e.g. move, moving, remove.

By the end of Purple (Levels 19-20) the student:

Reading

o Understands text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.

o Automatically integrates a range of information, e.g. meaning, grammar and letter/sound relationships to read in a phrased and fluent way.

o Knows that literary, factual and screen texts need to be 'read' in differing ways.

o Responds to punctuation and adjusts expression to enhance meaning when reading aloud.

Comprehension

o Responds to texts by referring to prior experiences.

o Responds to and analyses a text by discussing a point of view presented in the text.

o Analyses and evaluates how visual images support print to create meaning in texts.

o Interprets and responds to texts by skimming and scanning to confirm predictions and answer questions posed by self and others while reading.

Vocabulary Knowledge

o Knows the meaning of commonly used words in increasingly challenging texts and can demonstrate this knowledge when reading.

o Shows beginning understanding of the effective use of 'word play' to enhance and enrich meaning, e.g. alliteration, onomatopoeia.

o Uses knowledge developed about word families and word origins to understand the meaning of unfamiliar words, e.g. rhyming words, synonyms, base words.

By the end of Gold (Levels 21-22) the student:

Reading

o Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions.

o Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10 minutes).

o Reads texts in different ways to meet a range of reading purposes.

o Independently monitors own reading by using a variety of self-correction strategies to maintain meaning.

Comprehension

o Refers to prior knowledge and experiences to build understanding of a text.

o Justifies predictions about sections of a text.

o Builds understanding of a text by using knowledge of text organisation and features, e.g. referring to headings and sub-headings to locate information.

o Draws conclusions by using clues in a text.

o Identifies more than one perspective or point of view when represented in texts.

o Articulates the main idea and provides a synthesised retell that captures key events in texts.

o Creates mental images to capture ideas in texts.

Vocabulary Knowledge

o Uses words and phrases for effect, e.g. to create images, to add emphasis, to create atmosphere.

o Draws on topic/content knowledge to assist in working out the meaning of unknown words.

o Understands relevant vocabulary associated with electronic texts.

o Recognises that different words can be used to describe similar concepts, e.g. everyday or technical language, synonyms.