

# Reading

## At the end of Year One

*At the end of Year One students will read, talk respond to, and think critically about fiction and non-fiction texts at the **Green level**.*

The student:

- can understand what they read
- is able to talk about what they have read
- is able to consistently recognise many sight words
- uses words they know to help them to work out new or tricky words
- can monitor their reading to check if a new or tricky word looks right, sounds right and makes sense
- can use a surrounding sentence to work out what a word means
- is able to use the pictures, diagrams and speech bubbles to help them read
- confidently approaches challenges in their reading and perseveres
- can think about what they are reading and make corrections
- uses some punctuation (e.g. full stops, commas, and speech marks) to make the reading sound like a story
- can read some sections of texts silently
- reads for enjoyment

# Reading

## At the end of Year Two

*At the end of Year Two, students will read, talk respond to, and think critically about fiction and non-fiction texts at the **Turquoise level**.*

The student:

- is able to read and talk about unfamiliar experiences
- is able to talk about what they read and connect it to what they already know
- uses words they know to help them to work out new or tricky words
- can use a surrounding sentence to work out what a word means
- can draw from visual language features, such as text within illustrations, photographs, and subheadings, to support their understanding
- is able to read longer texts with the appropriate expression, phrasing and pace
- can read with increasing independence and fluency to make meaning, consider new ideas, and think critically
- uses punctuation (e.g. full stops, commas, and speech marks) to make the reading sound like a story
- is able to make simple inferences (reading between the lines)
- can understand that texts have purposes and are written for different audiences
- can mostly read silently

# Reading

## At the end of Year Three

*At the end of Year Three, students will read, talk respond to, and think critically about fiction and non-fiction texts at the **Gold level**.*

The student:

- is able to talk about what they read and connect it to what they already know
- is able to use their knowledge of words (e.g. chunks, blends, compound words, prefixes, suffixes) to explain how they read unknown words
- is able to use glossaries, indexes, sub-headings, diagrams, and maps to support their understanding
- can monitor their reading and draw on a range of strategies to make meaning
- can monitor their reading, drawing on a range of strategies, at the sentence, paragraph and whole text level to develop a deeper understanding
- is able to find clues to understand what is not written but is inferred (such as feelings), when the information is easy to find
- can understand that texts have purposes and are written for audiences
- identify a writer's purpose for writing and explain their thinking using evidence from the text
- is able to use more than two pieces of information to connect ideas and information or form an opinion
- reads texts with paragraphs and longer books with fewer pictures, more complex texts
- usually reads silently

# Reading

## At the end of Year Four

*At the end of Year Four, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 2.*

The student:

- is able to select material that they can read and that they enjoy reading
- is able to read texts including both fiction and non-fiction, in electronic and print media
- is able to make connections between what they know and what they read in the text
- is able to use decoding strategies, such as rereading, chunks and finding clues, to help them read unknown words and understand phrases they don't know
- is able to use glossaries, indexes, sub-headings, diagrams, maps, charts and illustrations to support their understanding
- can monitor their reading, drawing on a variety of strategies, (at the sentence, paragraph and whole text level), to use when meaning breaks down; e.g. cross-checking, rereading, using what they know about words and sentence structure, and looking for clues to confirm their predictions and inferences
- is able to ask and answer questions about what they are reading, and use evidence from the text to support their ideas
- is able to find clues to understand what is not written but is inferred (such as feelings), when the information is easy to find
- is able to identify and summarise the main ideas using key words and their knowledge of text structure (such as narratives, reports, recounts etc)
- is able to work out the meanings of unfamiliar phrases and expressions (e.g. figures of speech)
- is able to read and understand figurative language, such as similes, and onomatopoeia
- is able to analyse and evaluate ideas from the text
- is able to identify the author's purpose for writing and show where it tells them in a text
- is able to read for sustained periods and sustain meaning in longer texts over time

# Reading

## At the end of Year Six (Year Five and Six)

*At the end of Year Six, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3.*

*Students read in order to locate, evaluate, and integrate information and ideas within and across a small range of texts as they generate and answer questions to meet specific learning purposes across the curriculum.*

The student:

- is able to select material that they can read and that they enjoy reading
- is able to read texts including both fiction and non-fiction, in electronic and print media
- can monitor their reading for accuracy and sense, demonstrating that they have the confidence to adjust their reading (e.g. by varying the speed of reading, by rereading, and by attending to the most important information) when they encounter difficulties
- can draw on a variety of strategies, (at the sentence, paragraph and whole text level), to use when meaning breaks down; e.g. cross-checking, rereading, making connections, locating and summarising, and making inferences
- can use several related items of information to infer ideas and information that is not directly stated in the text
- is able to use and interpret glossaries, indexes, sub-headings, diagrams, maps, charts, illustrations photographs, text boxes, and graphs to support their understanding
- making connections between prior knowledge and the examples in a text in order to understand abstract ideas
- is able to analyse, evaluate and integrate ideas and information from throughout a text, or across a few texts, to come to a conclusion that is not directly stated
- is able to select appropriate strategies for different reading purposes
- can locate and summarise ideas, by skimming or scanning, by identifying key words, topic sentences, and key questions, or by using subheadings
- use reference sources (e.g. online/ dictionaries and thesauruses, google 'define' ) to find the meanings of unknown words
- is able to use strategies such as using knowledge of root words, and prefixes and suffixes (e.g. by using the known meaning of *tele-* and *-port* to infer the meaning of *teleport*), to help them read unknown words
- is able to work out the meanings of unfamiliar phrases and expressions (e.g. figures of speech) by using my oral language and the context
- is able to read and understand figurative language, such as similes, onomatopoeia, and metaphors
- can identify specific language features and structures of many common text types
- can identify and talk about the way the author uses language and ideas to suit their purposes (e.g. by using vocabulary to set a scene or develop a mood)
- regularly reads longer texts for longer timeframes and remembers what they have read over days and across different texts on the same topic
- can use reading as a tool for learning

# Reading

## At the end of Year Eight (Year Seven and Eight)

*At the end of Year Eight, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 4.*

*Students read in order to locate, evaluate, and integrate information and ideas within and across a small range of texts as they generate and answer questions to meet specific learning purposes across the curriculum.*

The student:

- can select and read texts for enjoyment and personal fulfilment
- continues to develop accuracy, fluency, and independence in reading and in using texts to support their learning
- is able to read a wide range of stories including both fiction and non-fiction, and with a number of layers of meaning including complicated plots, difficult themes and ideas
- can use appropriate skills and technologies to find and use a range of texts for different purposes
- shows an understanding of ideas within, across, and beyond texts
- can use comprehension strategies and apply them to comprehend the text fully
- can draw on prior knowledge, along with information in the text, to understand new ideas, complex plots, and sophisticated themes
- can evaluate the text and provide evidence from the text to support my ideas
- can compare and contrast competing information in texts and create a personal opinion
- can gather, evaluate, and use information from a range of texts
- can work out more complex and irregular words by using inferencing skills
- shows an understanding of how language features are used for effect within and across texts
- is able to read and understand language features such as: figurative language (e.g. metaphor, simile, onomatopoeia, personification), emotive language (feelings), cause and effect, comparisons and rhetorical questions
- can use technical terms and content-specific vocabulary related to the topic of the text
- understands that authors have different voices, styles and purposes, and can identify those differences
- identifies particular points of view within texts
- evaluates the reliability and usefulness of texts with confidence