

## READING OTJ RUBRIC

NZC Level (B P A)	Level 1	Level 2	Level 3	Level 4	Level 5
Reading Age Band	Year 1: (PM) Levels 11-15 Year 2: Levels 16-19	Year 3: Levels 20-21 Year 4: 8-9 years (PROBE)	Year 5: 9-10 years Year 6: 10-11 years	Year 7: 11 -12 years Year 8: 12.5 -14 years	Extension: 15+ Years (Year 9 and 10)
Processes and Strategies	<ul style="list-style-type: none"> <li>● I select and read texts for enjoyment and personal fulfilment</li> <li>● uses sources of information (meaning, structure, visual and grapho-phonic information) and prior knowledge to make sense of a range of texts</li> <li>● associates sounds with letter clusters as well as with individual letters</li> <li>● uses processing and some comprehension strategies with some confidence</li> <li>● is developing the ability to think critically about texts</li> <li>● begins to monitor, self-evaluate, and describe progress.</li> </ul>	<ul style="list-style-type: none"> <li>● I select and read texts for enjoyment and personal fulfilment</li> <li>● selects and uses sources of information and prior knowledge with growing confidence to make sense of increasingly varied and complex texts</li> <li>● uses an increasing knowledge of letter clusters, affixes, roots, and compound words to confirm predictions</li> <li>● selects and uses processing strategies and an increasing range of comprehension strategies with some understanding and confidence</li> <li>● thinks critically about texts with some confidence</li> <li>● monitors, self-evaluates, and describes progress with some confidence.</li> </ul>	<ul style="list-style-type: none"> <li>● I select and read texts for enjoyment and personal fulfilment</li> <li>● integrates sources of information and prior knowledge with developing confidence to make sense of increasingly varied and complex texts</li> <li>● selects and uses a range of processing and comprehension strategies with growing understanding and confidence</li> <li>● thinks critically about texts with developing confidence</li> <li>● monitors, self-evaluates, and describes progress with growing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>● I select and read texts for enjoyment and personal fulfilment</li> <li>● integrates sources of information and prior knowledge confidently to make sense of increasingly varied and complex texts</li> <li>● selects and uses appropriate processing and comprehension strategies with increasing understanding and confidence</li> <li>● thinks critically about texts with increasing understanding and confidence</li> <li>● monitors, self-evaluates, describes progress, and articulates learning with confidence.</li> </ul>	<ul style="list-style-type: none"> <li>● I select and read texts for enjoyment and personal fulfilment</li> <li>● integrates sources of information and prior knowledge purposefully and confidently to make sense of increasingly varied and complex texts</li> <li>● selects and uses appropriate processing and comprehension strategies with confidence</li> <li>● thinks critically about texts with understanding and confidence</li> <li>● monitors, self-evaluates, and describes progress, articulating learning with confidence.</li> </ul>

<b>Purpose and Audience</b>	<ul style="list-style-type: none"> <li>identifies the purposes of simple texts</li> <li>evaluates the usefulness of simple texts.</li> </ul>	<ul style="list-style-type: none"> <li>recognises how texts are constructed for different purposes, audiences, and situations</li> <li>understands that texts are created from a particular point of view</li> <li>evaluates the reliability and usefulness of texts with some confidence.</li> </ul>	<ul style="list-style-type: none"> <li>recognises and understands how texts are constructed for a range of purposes, audiences, and situations</li> <li>identifies particular points of view and begins to recognise that texts can position a reader</li> <li>evaluates the reliability and usefulness of texts with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>recognises and understands how texts are constructed for a range of purposes, audiences, and situations</li> <li>identifies particular points of view and recognises that texts can position a reader</li> <li>evaluates the reliability and usefulness of texts with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>recognises, understands, and considers how texts are constructed for a range of purposes, audiences, and situations</li> <li>identifies particular points of view within texts and recognises that texts can position a reader</li> <li>evaluates the reliability and usefulness of texts with confidence.</li> </ul>
<b>Ideas</b>	<ul style="list-style-type: none"> <li>understands that personal experience can influence the meaning gained from texts</li> <li>makes meaning of texts by identifying ideas in some texts.</li> </ul>	<ul style="list-style-type: none"> <li>uses their personal experience and world and literacy knowledge to make meaning from texts</li> <li>makes meaning of increasingly complex texts by identifying main ideas</li> <li>makes and supports inferences from texts with some independence.</li> </ul>	<ul style="list-style-type: none"> <li>uses their personal experience and world and literacy knowledge confidently to make meaning from texts</li> <li>makes meaning of increasingly complex texts by identifying main and subsidiary ideas in them</li> <li>starts to make connections by thinking about underlying ideas in and between texts</li> <li>recognises that there may be more than one reading available within a text</li> <li>makes and supports inferences from texts with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>makes meaning of increasingly complex texts by identifying and understanding main and subsidiary ideas and the links between them</li> <li>makes connections by thinking about underlying ideas within and between texts from a range of contexts</li> <li>recognises that there may be more than one reading available within a text</li> <li>makes and supports inferences from texts with increasing independence.</li> </ul>	<ul style="list-style-type: none"> <li>makes meaning by understanding increasingly comprehensive ideas in texts and the links between them</li> <li>makes connections by exploring ideas within and between texts from a range of contexts</li> <li>recognises that there may be more than one reading available within a text</li> <li>makes and supports inferences from texts independently.</li> </ul>
<b>Language Features</b>	<ul style="list-style-type: none"> <li>begins to recognise that oral, written, and visual language features can be used for effect</li> <li>recognises a large bank of high-frequency and some topic-specific words</li> <li>shows some knowledge of text conventions, such as: capital</li> </ul>	<ul style="list-style-type: none"> <li>recognises that oral, written, and visual language features can be used for effect</li> <li>uses a large and increasing bank of high-frequency, topic-specific, and personal-content words to make meaning</li> </ul>	<ul style="list-style-type: none"> <li>identifies oral, written, and visual language features used in texts and recognises their effects</li> <li>uses an increasing vocabulary to make meaning</li> <li>shows an increasing knowledge of how a range of</li> </ul>	<ul style="list-style-type: none"> <li>identifies oral, written, and visual features used and recognises and describes their effects</li> <li>uses an increasing vocabulary to make meaning</li> <li>shows an increasing knowledge of how a range of</li> </ul>	<ul style="list-style-type: none"> <li>identifies oral, written, and visual language features and understands their effects</li> <li>uses an increasing vocabulary to make meaning</li> <li>understands how a range of text conventions work together to create meaning</li> </ul>

	<p>letters, full stops, and word order; volume and clarity; and simple symbols.</p>	<ul style="list-style-type: none"> <li>• shows an increasing knowledge of the conventions of text</li> <li>• recognises that authors have different voices and styles.</li> </ul>	<p>text conventions can be used appropriately</p> <ul style="list-style-type: none"> <li>• knows that authors have different voices and styles and can identify some of these differences.</li> </ul>	<p>text conventions can be used appropriately and effectively</p> <ul style="list-style-type: none"> <li>• knows that authors have different voices and styles and can identify and describe some of these differences.</li> </ul>	<p>and effect</p> <ul style="list-style-type: none"> <li>• understands that authors have different voices and styles and can identify those differences.</li> </ul>
<p><b>Structure</b></p>	<ul style="list-style-type: none"> <li>• understands that the order and organisation of words, sentences, and images contribute to text meaning</li> <li>• recognises some text forms and some differences between them.</li> </ul>	<ul style="list-style-type: none"> <li>• understands that the order and organisation of words, sentences, paragraphs, and images contribute to text meaning</li> <li>• recognises an increasing range of text forms and differences between them.</li> </ul>	<ul style="list-style-type: none"> <li>• understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect text meaning</li> <li>• identifies a range of text forms and recognises some of their characteristics and conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• understands that the order and organisation of words, sentences, paragraphs, and images contribute to and affect meaning in a range of texts</li> <li>• identifies an increasing range of text forms and recognises and describes their characteristics and conventions.</li> </ul>	<ul style="list-style-type: none"> <li>• identifies and understands the characteristics and conventions of a range of text forms and considers how they contribute to and affect text meaning.</li> </ul>