**Literacy Reading Benchmarks**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Curriculum Organisers** | **Early Benchmarks** | **First Benchmarks** | **Second Benchmarks** | **Third Benchmarks** |
| ***Enjoyment and choice* - within a motivating and challenging environment developing an awareness of the relevance of texts in my life** |  Chooses a story or other texts for enjoyment making use of the cover, title, author and/or illustrator.   Engages with and enjoys watching, reading or listening to different texts, including stories, songs and rhymes, and can share likes and dislikes. |  Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.  Explains preferences for particular texts and authors. |  Selects texts regularly for enjoyment or to find information for a specific purpose.   Explains preferences for particular texts, authors or sources with supporting detail. |  Selects texts regularly for enjoyment and interest or relevant sources to inform thinking.   Gives a personal response to texts with appropriate justification.  Explains how well a text or source meets needs and expectations with appropriate justification. |
| ***Tools for reading* – to help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning** |  Hears and says patterns in words.   Hears and says the different single sounds made by letters.   Hears and says blends/sounds made by a combination of letters.  Knows the difference between a letter, word and numeral.   Reads from left to right and top to bottom.  Uses knowledge of sounds, letters and patterns to read words.  Uses knowledge of sight vocabulary/tricky words to read familiar words in context.   Reads aloud familiar texts with attention to simple punctuation.   Uses context clues to support understanding of different texts. |  Reads aloud a familiar piece of text adding expression and can show understanding.   Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance. |  Reads with fluency, understanding and expression using appropriate pace and tone.   Applies a range of reading skills and strategies to read and understand texts, for example, skimming, scanning, predicting, clarifying and/or summarising. |  Reads texts with fluency, understanding and expression using appropriate pace and tone.   Applies a range of strategies to engage with and interrogate texts, for example, skimming, scanning, predicting, clarifying, summarising and analysing. |
| ***Finding and Using Information –* when reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary** |  Finds information in a text to learn new things.  Shows an awareness of a few features of fiction and non-fiction texts when using/choosing texts for particular purposes. |  Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.   Makes notes under given headings for different purposes. |  Skims texts to identify purpose and main ideas.  Scans texts to find key information.   Finds, selects and sorts relevant information from a range of sources.   Makes and organises notes using own words, for the most part.   Uses notes to create new texts that show understanding of the topic or issue. |  Finds, selects and sorts relevant information from a variety of sources for a range of purposes.  Summarises key information using own words.   Uses own words to make and organise notes, selecting key information and linking ideas from more than one source.   Uses notes to create new texts that show understanding of the topic or issue and draw on information from more than one source. |
| ***Understanding, Analysing and Evaluating* – investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes** |  Engages with texts read to them.   Asks and answers questions about events and ideas in a text.   Answers questions to help predict what will happen next.   Contributes to discussions about events, characters and ideas relevant to the text.   Shares thoughts and feelings about stories and other texts in different ways.   Retells familiar stories in different ways, for example, role play, puppets and/or drawings.   Relates information and ideas from a text to personal experiences |  Makes appropriate suggestions about the purpose of a text.   Identifies the main ideas of texts.   Recognises the difference between fact and opinion. |  Identifies the purpose of a text with suitable explanation.   Identifies the main ideas of a text with appropriate detail.   Makes relevant comments about features of language, for example, vocabulary, sentence structure and punctuation.   Distinguishes between fact and opinion with appropriate explanation.  Recognises techniques used to influence the reader, for example, word choice, emotive language, rhetorical questions and/or repetition.   Identifies which sources are most useful/reliable. |  Identifies purpose and audience of a range of texts with appropriate justification.   Gives an accurate account of the main ideas of texts.   Makes inferences and deductions with appropriate justification.  Identifies similarities and differences between texts and makes appropriate comments about content, style and/or language. |