



**Leicestershire
County Council**

Advice for Class Teachers

**Moderating pupils'
reading at
P 4 - NC Level 1**

Exemplars of writing at P Scales and into National Curriculum levels.

The purpose of this document is to provide guidance for class teachers which would enable them to level reading tasks at P levels, especially at the P8/Level 1 borderline, with more confidence.

The materials can also be used as a resource for whole school moderation tasks and to encourage discussion of issues linked to statutory use of P Scales.

The guidance is in line with the latest assessment advice, including that of the APP materials and National Strategies reading standards files.

Within each section, the P Level descriptors are given and then possible observed activities, linked to each descriptor, shown.

It should be noted that within the P levels, and "B Squared" documents, there is a stated expectation of the number of key words a pupils should be able to read at Level 1:

- At a high Level 1, a pupil would be able to read 45 HFWs
- As a secure Level 1, a pupil would be able to read 25 HKWs

However, for P 6 - P 8 the documents talk about a pupil being able to recognise and read a "small", or "growing" number of HFWs.

It is advised that schools would judge a pupil

- working at a low Level 1 as being able to read 10 HFWs
- a pupil working at P8 would therefore need to be able to recognise and read 5+ HFWs
- while a pupil working at P6 would need to be able to recognise and read up to 5 words

Level P4	
DfEE/QCA Performance Criteria	<ul style="list-style-type: none"> ◆ Pupils listen and respond to familiar rhymes and stories. ◆ They show some understanding of how books work, <i>e.g. turning pages and holding the book the right way up</i>

Some Examples of Evidence	Record date can do		
	With Support	When Prompted	Independently
Pupils listen and respond to familiar rhymes and stories.			
◆ Begins to say 1 or 2 familiar words from a story or rhyme			
◆ Begins to anticipate words in a familiar text and complete phrases- eg "I'll huff and I'll"			
◆ Listens and responds to familiar story -one to one			
◆ Reacts when listening to a story, eg facial animation			
◆ Regularly anticipates events in a well-known text by saying or signing a single word or phase			
◆ Shows a preference for a specific book from a small selection presented			
◆ Relates a book or picture to a TV programme			
◆ Sits calmly to listen to a story			
They show some understanding of how books work, e.g. turning pages and holding the book the right way up			
◆ Helps to turn pages			
◆ Recognises some books by their cover			
◆ Holds a book the correct way up			

Level P5	
DfEE/QCA Performance Criteria	<ul style="list-style-type: none"> ◆ Pupils selects a few words, symbols or pictures with which they are particularly familiar, including their own name card and derive some meaning from text, symbols or pictures presented in a way familiar to them. ◆ They match objects to pictures and symbols, <i>e.g. choosing between 2 symbols to select a drink or seeing a photograph of a child and eye-pointing at the child</i> ◆ They show curiosity about content at a simple level, <i>e.g. they may answer basic two key-word questions about the story.</i>

Some Examples of Evidence	Record date can do		
	With Support	When Prompted	Independently
Pupils selects a few words, symbols or pictures with which they are particularly familiar, including their own name card and derive some meaning from text, symbols or pictures presented in a way familiar to them.			
◆ Matches their name to their picture			
◆ Matches a picture of a character to one in their book			
◆ Joins in with story language, eg "Once upon a time....Happy ever after"			
◆ Repeats / joins in with familiar phrases, such as "Fee, Fie, Foe, Fum"			
◆ Able to sequence 2 / 3 pictures from a story			
◆ Can recognise some environmental text, signs or symbols			
They match objects to pictures and symbols, e.g. choosing between 2 symbols to select a drink or seeing a photograph of a child and eye-pointing at the child			
◆ Plays simple picture lotto game matching pictures or objects			
◆ Looks for a specific object in a book			
◆ Names objects in picture books			
They show curiosity about content at a simple level, e.g. they may answer basic two key-word questions about the story.			
◆ Use a noun and adjective to tell an adult how to label a picture from the book, eg red cup/ big bear			
◆ Can answer basic 2 key word questions about a story, eg "Yes"/ "No" answer to question, "Can you see the bear?" or "Is the bear black?"			
◆ Looks at a picture and answers questions with two key-word utterance or sign, such as "Big bear"			
◆ Joins in with actions in a familiar story or rhyme, such as knocking on the door of the little pig's house at the appropriate time			
◆ Comments on a story, eg says, "It's funny"			

Level P6	
DfEE/QCA Performance Criteria	<ul style="list-style-type: none"> ◆ Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary, <i>e.g. name, people, objects or actions.</i> ◆ They match letters and short words.

Some Examples of Evidence	Record date can do		
	With Support	When Prompted	Independently
Pupils select and recognise or read up to 10 words or symbols linked to a familiar vocabulary, <i>e.g. name, people, objects or actions.</i>			
◆ Recognises their own name and is aware of their name on personal possessions and books			
◆ Read words in their own photograph/ picture book or shows recognition by body movement or vocalisation			
◆ Reads words and symbols in the environment, eg symbol for the toilet			
• Finishes lines of familiar repetitive text			
◆ Shows an understanding of some prepositions in the context of a teacher demonstrating labelling a picture or photograph, eg "in the cave", "under the table"			
They match letters and short words.			
◆ Matches short words, such as "cat", "dog", "ball" physically or by eye-pointing or through switch access			
◆ Finds familiar words around the classroom and recognises that they match the same word in a text			

Level P7	
DfEE/QCA Performance Criteria	<ul style="list-style-type: none"> ◆ Pupils show an interest in the activity of reading. ◆ They predict elements of a narrative <i>e.g. when the adult stops reading; pupils fill in the missing word.</i> ◆ They distinguish between print or symbols and pictures in texts. ◆ They understand the conventions of reading <i>e.g. following text left to right, top to bottom and page following page.</i> ◆ They know their name is made up of letters.

Some Examples of Evidence	Record date can do		
	With Support	When Prompted	Independently
Pupils show an interest in the activity of reading.			
◆ Choose a favourite book or magazine from a selection of three			
◆ Choose a favourite book and indicate they want an adult to read it			
◆ "Reads" book, retelling story using pictures as prompts			
◆ Shows an understanding of events in a familiar rhyme or story by matching / indicating appropriate photography or objects of reference			
◆ Links events in stories to own experience, for example they point to a picture and say "I've got a dog like that"			
◆ Knows some verses / nursery rhymes by heart			
They predict elements of a narrative e.g. when the adult stops reading; pupils fill in the missing word.			
◆ Uses repetitive passage when "reading" independently			
◆ Predicts what will happen in a repetitive story			
◆ Answers questions about a story			
They distinguish between print or symbols and pictures in texts.			
◆ Can demonstrate that print carries meaning, eg can answer the question, "Do I read this bit [picture] or this bit [print]?"			
◆ Points to words in a shared text as opposed to symbols and pictures			
◆ Knows the difference between print / symbols and drawings in their own work book or on a white board			
◆ Shows awareness of events in a story, rhyme or recount they have heard, and be able to respond correctly to "Find me the picture / photo where..."			
◆ Understands simple story conventions such as the terms character, beginning and end			
They understand the conventions of reading e.g. following text left to right, top to bottom and page following page.			
◆ Begins to recognise and use simple book terminology, eg can show the front of a book, or a picture, the writing			
◆ Knows that words are ordered from left to right in English and points to them as an adult reads			
◆ Shows an understanding of a story, eg notices when a page is missed out of a familiar book			

They know their name is made up of letters.			
◆ Recognises letters in their own first name			
◆ Knows the name, shape and sound of some letters in their own name			
◆ Beginning to use some phonic skills, but tends to guess first rather than working from the initial sound.			
◆ Frequently looks at and rereads known words and phrases from a variety of familiar texts, eg big book, story book, information book, captions, poems and their own and other children's writing			

Level P8	
DfEE/QCA Performance Criteria	<ul style="list-style-type: none"> ◆ Pupils understand that words, symbols and pictures convey meaning. ◆ They recognise or read a growing repertoire of familiar words or symbols, including their own names. ◆ They recognise at least half the letters of the alphabet by shape, name and sound. ◆ They associate sounds with patterns in rhymes, with syllables, and with words or symbols.

Some Examples of Evidence	Record date can do		
	With Support	When Prompted	Independently
Pupils understand that words, symbols and pictures convey meaning.			
◆ Notices when a familiar phrase or sentence is muddled up or a word omitted, and is able to correct "mistakes"			
◆ Identifies the subject matter of a book by using titles and illustrations, eg "it's a book about..."			
◆ Give information about the subject matter of a book, eg says "Read me the book about dinosaurs"			
◆ Places events in reasonable order, through oral recount or ordering pictures/ objects			
◆ Comments on a story			
◆ Asks simple questions about a story			
They recognise or read a growing repertoire of familiar words or symbols, including their own names.			
◆ Reads names of children in their class or names of characters in a story			
◆ Points to and reads labels, captions, names			
◆ Reads more than 5 familiar or key words, from initial 100 list [<i>Letters and Sounds</i>], including words in personal reading books [<i>Mum, Dad</i>]			
They recognise at least half the letters of the alphabet by shape, name and sound.			
◆ Sound and names up to half the letters of the alphabet in upper and lower case, or indicates recognition in some way, eg letters in their own name,			
◆ Reads alphabet book and gives sound of up to half the letters			
◆ Hears and says the initial or dominant sound in words and knows which letter represents some of these sounds			
They associate sounds with patterns in rhymes, with syllables, and with words or symbols.			
◆ Begins to use knowledge of letter -sound correspondence to help predict unknown word when reading			
◆ Identified odd word out in a rhyming string [cat fat, rat, dog]			
◆ Can continue a rhyming string			
◆ Find words that rhyme with a given word			

Level 1	
DfEE/QCA Performance Criteria	<ul style="list-style-type: none"> ♦ Pupils can recognise familiar words or symbols in simple texts, <i>e.g. park', 'dad', 'my'.</i> ♦ They identify initial sounds in unfamiliar words. ♦ They can establish meaning when reading aloud simple sentences. ♦ They express their response to familiar texts by identifying aspects which they like and dislike, <i>e.g. 'I like the bit with the dog in.'</i>
	<ul style="list-style-type: none"> ♦ Pupils can read a range of familiar words or symbols and identify initial and final sounds in unfamiliar words. ♦ With support, they use their knowledge of letters, sounds and words to establish meaning when reading aloud. ♦ They respond to events and ideas in poems, stories and non-fiction, <i>e.g. laughing at humorous rhymes.</i>
	<ul style="list-style-type: none"> ♦ Pupils use their knowledge of letters, sounds and words to read simple texts with meaning. ♦ They comment on events or ideas in stories, poems and non-fiction, <i>e.g. 'It was sad when his Gran died.'</i>

AF1 - use a range of strategies, including accurate decoding of text, to read for meaning	AF2- understand, describe, select or retrieve information, events or ideas from texts and use quotation and reference to text	AF3- deduce, infer or interpret information, events or ideas from texts	AF4- identify and comment on the structure and organisation of texts, including grammatical and presentational features at text level	AF5- explain and comment on writers' use of language, including grammatical and literary features at word and sentence level	AF6- identify and comment on writers' purpose and viewpoints, and the overall effect of the text on the reader	AF7- relate texts to their social, cultural and historical traditions
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In some reading, usually with support						
Low L. 1 Knows and identifies the name and sounds of all letters	Can name several characters from a book	Has a good understanding of story and can make a prediction about what might happen next	Can explain what a contents page does	Awareness of obvious features of language - eg use of repeated phrase	Can relate aspects of story to their own experience	A few basic features of well known stories distinguished - good / bad characters
Identifies the initial and end sound in a given word	Some simple points of a story recalled, from the beginning, middle and end of story, but not in detail	Able to identify the subject of a non-fiction book, eg cats	Can say if a book is a story or information text		Can say what he finds funny / sad in a story	
Able to read up to 10 key words fluently and automatically and able to self-correct	Re-enacts part of the story	Can make simple inference about a character's feelings, based on words rather than picture cues				
Reading is hesitant, with a slow pace and lacks expression. They are hesitant reading known sight words.	Relates story events to own experience					

Secure L. 1 Decodes familiar and some unfamiliar words using blending as the prime approach	Can recall some details about a character's appearance	Comments in detail on pictures and photographs in the text, recalling known information	Some awareness of presentation features of a simple text, such as font styles, labels titles	Notices the way a word is written on a page and can explain the effect of this	Makes a personal response to a story, eg laugh/ look worried	Aware of features of traditional tale - such as "happy ever after"
Able to hear and blend phonemes to make CVC word	Able to locate the names or actions of a character or event in a story	Able to read some headings and talk about the size of letters			Some simple comments about preferences, mostly linked to own experience	
Able to read up to 25 key words fluently and automatically	Can talk confidently about events in a story, using picture cues as prompts					
Reads with confidence and accurately a known simple book						
Aware of some punctuation marks, eg pausing at the full stop						
High L. 1 Able to recognise and use adjacent consonants [Phase 3ii-4]	Retells a simple story in sequence	Comment on or answers questions about illustrations, diagrams used in book	Can identify speech bubbles and punctuation	Comments on obvious features of language, eg rhymes, significant words and phrases	Gives a personal response to a book in discussion, eg story or character	Can explain what an author is and what "illustration" means
Uses phonic skills to independently read simple text		Able to make a plausible prediction about what will happen in the text		Comments on the use of rhyme		
Able to read up to 45 key words fluently and automatically		Uses pictures and text to draw inferences- implied meaning				
Uses punctuation to help them make sense of what they read		Applies knowledge of speech conventions to distinguish "voices" in a story				