

# Magenta

Levels 0,1,2

Reading Age 5-5.5

## M1 Read/Learning the code

- a. Recognize basic sight words; me, a, I, to, my, is, am, on, go, here, and, look, the, in, we.
- b. Identify the title, author, and illustrator.
- c. Match word to picture.
- d. Demonstrate the first and last part of a story.
- e. Distinguish between a letter and a word.
- f. Match initial letter and sound.
- g. Construct some letter sound sequences.
- h. Substitute initial and final consonants.
- i. Identify vowels; a, e, i, o, u and sometimes y.
- j. Recall the name, and, understand the purpose of; fullstop, and capital letters.

## M2 Meaning

- a. Demonstrate understanding that the text needs to make sense.
- b. Identify the characters in the story.
- c. Summarize an idea from the text.

# Red

Levels 3,4,5

Reading Age 5-5.5

## R1 Read/Learning the code

- a. Recognize an increasing number of sight words; down, like, mum, for, can, see, went, said, come, little, big, are, you, up, dad.
- b. Recognize the days of the week.
- c. Recognize the names of colours
- d. Recognize the pronouns; he and she.
- e. Recognize the titles; Mrs., Mr., Miss
- f. Substitute medial vowels (e.g: hot, hat, hit).
- g. Identify initial blends.
- h. Recognize the initial "h" diagraphs ie, wh, sh, ch, th, ph,
- i. Recognize the word endings; -s, -er, -ed, -ing.
- j. Recognize and construct words using two letter rimes. Some commonly used ones include; an, in, op, un, ap, ip, at, it, ot, ug, ay, aw, et.
- k. Distinguish between singular and plural.
- l. Match antonyms.
- m. Recall the name, and, understand the purpose of; comma, question mark, exclamation mark and speech marks.

## R2 Meaning

- a. Respond to the text, connecting prior knowledge and information from the text.
- b. Demonstrate an awareness of sentence structure.
- c. Identify the feelings of the characters using both text and illustrations.
- d. Identify the setting, including location and time.
- e. Retell the text in order.

# Yellow

Levels 6, 7, 8

Reading Age 5-5.5

## Y1 Read/Breaking the code

- a. Recognize an increasing number of sight words; where, today, goes, her, this, not, away, with, she, shouted, looking, play, no, run.
- b. Identify topic words using; initial letter, word length and word shape.
- c. Recognize an increasing number of pronouns including; it, they, everyone, his, her.
- d. Recognize words that indicate time.
- e. Recognize numbers 1 – 10, written as words.
- f. Recognize and demonstrate an understanding of positional vocabulary.
- g. Identify imperative verbs, i.e. commands.
- h. Recognize r controlled vowels.
- i. Distinguish between long and short vowels.
- j. Recognize initial digraphs.
- k. Know that a “y” at the end of a multi syllable word will make an “ee” sound.
- l. Recognize and construct words using three letter rimes, e.g. ook.
- m. Sequence sounds in words of more than one syllable.
- n. Match words that rhyme.
- o. Understand the meaning of the homophone; to, too, two.
- p. Identify synonyms (nearly the same meaning)
- q. Recognize the use of onomatopoeia.
- r. Recognize the use of alliteration.
- s. Identify questions and answers.
- t. Understand the use of speech bubbles.

## Y2 Meaning

- a. Identify the main idea.
- b. Understand the purpose of text layout e.g. lists, labels.

# Blue

Levels 9,10,11

Reading Age 5.5-6

## B1 Read/Learning the code

- a. Recognize an increasing number of sight words; they, stay, saw, coming, liked, good, was, can't, came, after, into, help, please, have.
- b. Recognize and use question words.
- c. Recognize words with silent e pattern.
- d. Identify final blends and digraphs in words.
- e. Identify soft g and c sounds in words.
- f. Recognize an increasing range of word endings, i.e. ly, est, ist, tion.
- g. Scan words using awareness of; letter sound, blends, rimes and endings.
- h. Match irregular plurals, e.g. children, teddies.
- i. Identify adjectives.
- j. Identify, make, and separate, compound words.
- k. Identify, make, and separate, contractions.
- l. Recall the name, and, understand the purpose of, the belonging apostrophe and ellipsis.
- m. Identify and use verbs

## B2 Meaning

- a. Create questions about the text using question starters; who, what, when, where, how and why.
- b. Identify the plot, including; problem, reaction, action and outcome.
- c. Make simple inferences.
- d. Describe the subplot within the illustrations.
- e. Demonstrate ability to use higher order thinking tools to extend thinking about the story.

# Green

Levels 12,13,14

Reading Age 5.5-6

## Gr1 Read/Learning the code

- a. Recognize an increasing number of sight words; night, climber, again, very, morning, give, hungry, wanted, someone, it's, don't, friend, before, called, having.
- b. Know how to break a word into syllables.
- c. Identify silent letters within words.
- d. Identify words containing vowel blends and digraphs.
- e. Identify medial blends and digraphs.
- f. Identify three letter blends.
- g. Recognize and construct verb word families.
- h. Identify indirect speech.

## Gr2 Meaning

- a. Describe the characters and the setting.
- b. Identify the narrator of the story.
- c. Identify features of different text forms, e.g. letters, poems, instructions, directions.

# Orange

Levels 15, 16

Reading Age 6-6.5

## O1 Read/Learning the code

- a. Understand the purpose of changes in font including; bold, italics, and size.
- b. Identify and understand the use of prepositions in sentences

## O2 Meaning

- a. Categorize questions that can be asked about a text into the following categories;
  - a. In the text questions which include - "right there questions" and "think and search".
  - b. In your head questions which include - "author and you" and "on your own".
- b. Identify keywords in non-fiction texts.
- c. Use features of non-fiction text to locate information ie, glossary, heading, contents page and index.
- d. Analyse the structure expository texts - single topic texts and "time" texts, i.e. texts that are a series of events from first to last.
- e. Understand how precise selection of vocabulary influences the text, e.g. said, shouted, yelled.
- f. Recognize simile, metaphor and personification.
- g. Identify and respond to key ideas / facts presented in texts.

# Turquoise

Levels 17,18

Reading Age 6.5 - 7

T1 Read/Breaking the code

- a. Identify adjectives and adverbs and understand their purpose.

T2 Meaning/Comprehension

- a. Create questions about the text to check recall and understanding.
- b. Identify the different points of view of the main characters.
- c. Identify episodes within the plot.
- d. Summarise the theme or plot of the story.
- e. Understand subject specific vocabulary.
- f. Identify and summarise knowledge gained or changed since reading the text.
- g. Analyse how illustrations can either support or change the meaning of the text.
- h. Express personal opinion of the text.
- i. Analyse features of fiction and non fiction texts.
- j. Recognise the difference between fact and opinion statements

# Purple

Levels 19,20

Reading Age 7-7.5

P1 Read/Learning the code

- a. Identify irregular plurals.

P2 Meaning/Comprehension

- a. Understand how a paragraph is constructed.
- b. Identify how writers create characters through; description, what the character says and does, and, what other characters think or say.
- c. Infer morals and values of the characters in the story.
- d. Understand how the setting influences the story.
- e. Understand how vocabulary influences meaning.
- f. Summarise the main idea in each paragraph.
- g. Analyse the structure of an increasing range of fiction and non fiction texts including; cause and effect, problem and solution, list, texts that compare (matrix)
- h. Justify personal opinion of text.

# Gold

Levels 21,22

Reading Age 7.5-8

## G1 Read/Learning the code

- a. Be familiar with an increasing range of homophones. (same sound, different meaning)
- b. Recall the name, and, understand the purpose of hyphens.

## G2 Meaning/Comprehension

- a. Summarise main ideas of each chapter.
- b. Infer motivations and likely responses of characters.
- c. Infer the mood of the text, providing evidence from the story.
- d. Outline subplots within a story.
- e. Make simple inferences using information that is in the text.
- f. Identify the writer's purpose and point of view.
- g. Use references sources to find the meanings of unknown words.
- h. Skim and scan text for information.
- i. Understand how changes in the tense influence the story.
- j. Know the meaning of the prefixes- un, re, in, dis
- k. Know the impact of words with suffixes, or, ist, ity, ty, ion, able/ible, ness, ment.
- l. Understand how; simile, metaphor, and personification influence the text.
- m. Identify; idioms, proverbs, hyperbole and allusions, and, understand their purpose.

# Silver

Level 23+

Reading Age 8-9

S1 Read/Breaking the code

- a. Recognize and know the meaning of some Latin and Greek root words, for example, audio (I hear), , equus (horse), finis (end), tele (far off); aer (air), bi (twice), duo (two), tri (three), decem (ten).

S2 Meaning/Comprehension

- a. Understand how characters influence the plot.
- b. Critique the character's choices.
- c. Identify how the narrator influences what is told in the story.
- d. Critique the themes and ideas in the story.
- e. Understand the function of an introduction and conclusion.
- f. Interpret visual features in nonfiction texts, ie, charts, tables, images tec.
- g. Identify and evaluate the evidence provided by an author to support their position or argument/point of view.
- h. Analyse and critique the author's selection of vocabulary.