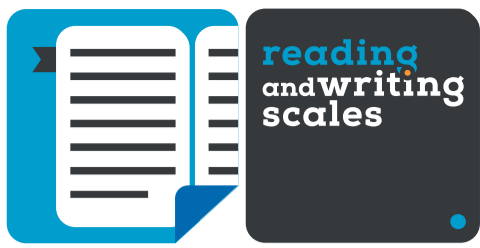


The Reading Scale





The Reading Scale

What are the Reading and Writing Scales?

The Reading and Writing Scales describe the journeys that children make in order to become literate. We have distilled the complex and individual patterns of progress into, what we hope, are accessible and informative scales.

The purpose of the scales is to help teachers to understand what progression looks like in reading and writing. We have designed this publication to illustrate how schools can provide an environment that supports children's development as readers and writers and to suggest some next steps that teachers can plan in order to take children into the next phase of their development. The pedagogy underpinning the scales and the Next Steps is grounded in a coherent theory of children's language and literacy development, exemplified by the research element of this document, a review of current relevant research.

We are very clear that these are progression and not summative assessment scales. They are designed to support and develop teacher subject knowledge in literacy development, not to set out a linear sequence of targets that children need to reach in order to move to the next phase.

By publishing the scales we hope to support teacher subject knowledge in the development of reading and writing, providing a tool that will help strengthen teacher understanding. If used correctly, this publication will enable schools to recognise and document children's very different learning styles within a common framework and to plan for varying needs of individual children.

How to use this publication

There are several parts to this publication:

■ The Reading and Writing scales

There is one scale for reading and one for writing. Each scale offers a description of the observable behaviours of pupils at different stages. Teachers will be able to think about where on the scales they could place the children that they teach. Once they have thought about this they will be able to see what is the next set of observable behaviours they are likely to see if the child is progressing with reading and writing. Using one of the scales to reflect on the attainment of children in their class will give teachers a clear idea about what to look for in day to day assessment and the key areas they need to plan for next. Every child will have a different journey through these scales. Their starting points and their rate and pattern of progression will depend on many factors including their prior experience, their interests and their learning preferences.

■ The 'Next Steps'

For each of the 'points' on the scale we have also described the provision, practice and pedagogy a teacher would want to plan for in order to help the child move forward in their literacy. We have designed this section to be used alongside the scale. Once the teacher has observed the child's behaviour and worked out where on the scale the child is, they will be able to work out where there are gaps in learning and then look at the next steps to support future planning.

■ The Research and Reading

These scales are underpinned by well-evidenced research. In the Research and Reading section we have outlined the evidence that supports this work. By using this section, teachers will be able to access the theory and evidence that underpins learning and teaching in reading and writing, enabling them to develop their understanding of why, when and how different practices can be most effective.

How this publication came about

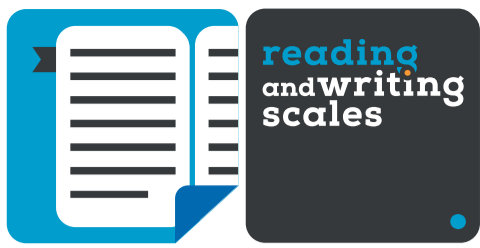
This publication was created by a task group consisting of staff from the Centre for Literacy in Primary Education (CLPE) and representatives from United Kingdom Literacy Association (UKLA), English and Media Centre (EMC), National Association for Advisors in English (NAAE) and the National Association for the Teaching of English (NATE). Over the course of a year, the group worked to create a framework that built on the CLPE reading and writing scales, originally developed as part of the widely used Primary Language Record. The group's aim was to create and pilot a rich framework for teachers to help them identify each pupil's current stage, analyse progress and consider the next steps. Our motivation was, among other things, to help to ensure that any sort of end of Key Stage performance descriptors become more meaningful and to help teachers develop practice that was drawn from established research about children's literacy development.

At each stage of the work the scales were trialled with a group of ten primary schools who were part of the Power of Reading Plus programme. The practitioners attending the project used the scales in school, shared them with other staff and collected evidence about their efficacy and accuracy. All this evidence was fed back into the work of the steering group. This was followed with a wider trial with all 600 teachers who are part of the Power of Reading project. We are collecting the evidence from this group of teachers which will enable us to exemplify the scales in due course.

We are keen to develop the scales to have the widest possible audience and applicability. We are working with the English and Media Centre to trial the scales in Key Stage Three and to develop ways in which they can be used in a secondary as well as a primary environment.

The history of the reading and writing scales

For over forty years CLPE has pioneered approaches to formative, observation-based assessment in literacy and developed The Primary Language Record (PLR) and then The Primary Learning Record. These assessment records were developed between 1985-87 by Myra Barrs and her colleagues with large numbers of teachers working in multilingual inner London primary schools. The PLR was almost immediately recommended by the Cox Committee, which developed the English National Curriculum, as a model for a national system of recordkeeping. It went on to influence language and literacy records in all parts of the UK and become an accepted means of assessment for the English National Curriculum. The PLR was accompanied by four five-point scales, two in reading and two in writing. These enabled teachers to assess and monitor children's progress in the primary school. The thinking about learning and assessment behind these original scales forms the core principles and approach behind our revised scales and this publication.



CLPE Reading Scale

Dependence to Independence

The Reading Scale describes the progression through the complex process of learning to read. It offers teachers ways of looking at and analysing their observations of children's developing skills, knowledge and understanding of the reading process. Different children will have a varied and broad range of starting points and experience and the route of their individual progress will very much depend on this prior experience. The scale is based on extensive evidence and research about children as readers and will support teachers to understand and plan for individual progression in the journey towards reading independence.

Learning to read is a complex process and one that places great demands on a child's cognitive ability to draw on their prior learning and emotional willingness to take visible risks. The first and most important resources that young readers have are a strong foundation of spoken language. Children will also need to have experience of sharing reading for pleasure and purpose and opportunities to play an increasingly participatory role in reading alongside adults. They need to have knowledge of the conventions of reading, and understanding of the large and small shapes in texts. Children will benefit from a repertoire of core texts which broadens as reading material becomes increasingly complex and wide ranging and will be able to respond to texts with increasing inference, long before they can decode fluently. A diet of high quality texts, rich in vocabulary with supportive features with strong shapes and tunes will enable children to learn how to co-ordinate the use of phonic, semantic and syntactic cues as they become increasingly mature, independent readers.

As children mature as readers, they begin to engage with a greater selection of books and texts. It is crucial that they are supported in their endeavours to take on the multi-faceted reading demands of the curriculum. In assessing children's progress and development as readers, there is consideration for a widening of reading horizons. The notion of range and variety play an increasingly important part in interactions with texts in addition to a growing ability to read silently, fluently and with ease. Children may not read equally across the range of text types but at different times will need to read more in one area than another, as well as developing preferences and special interests within the range. Children will develop as readers if they experience personal involvement in reading. Reading for pleasure often begins as shared pleasures and emotional satisfaction arising from reading with an adult or experienced reader. Provision of a rich reading programme that enables shared experiences and the opportunity to encounter a wide variety of books will ensure the range of personal reading choice grows. Observation of both silent reading and reading aloud will reveal strategies used in approaching the task and enable next steps to be developed. Children will need to talk about books in order to clarify ideas, relate reading to experience and to reflect on what they have read. This is the real meaning of comprehension. They need to understand that readers respond differently to the same book, and explore the idea that texts or illustrations might be biased, inaccurate or inadequate. If children are well read, they are better able to evaluate what is read and to make informed choices.





Beginning Reader

Early Reader

Developing Reader

Moderately Fluent Reader

Stage	Describing the Child's Reading Behaviours
<p>Beginning Reader</p>	<p>The main feature of this stage is that readers are not yet able to access print independently and may not yet have awareness that the text carries meaning. They are likely to need a great deal of support with the reading demands of the classroom.</p> <p>Most children have favourites that they want to share and will be able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud.</p> <p>Children may join in with simple nursery rhymes, poems, songs and rhyming texts, which should be an integral part of the curriculum at this stage. They generally enjoy listening to, sharing and joining in with a range of familiar texts. They react and respond to illustrations, character and narratives through questions and imaginative play.</p> <p>Children at this stage know how to handle books, are aware of directionality and how print works from being read to. Some children may be engaging with other kinds of texts, e.g. print around them, digital and media texts. They may know a few core words, letter names or sounds, often of personal significance, such as names or other words, letters or sounds of interest.</p> <p>Children engage with activities that develop their early phonological awareness through play with sounds, such as recognising sounds in their environment, using musical instruments and their bodies and voices to create a range of sounds.</p> <p>Reading at this stage relies principally on memory of the story and a willingness to perform, interpret and invent, based on what they have heard and recall.</p> <p>Older readers at this stage might have a limited experience of reading and may not choose to read for pleasure. Children at this stage are building up a repertoire of known texts to which they want to return again and again, as they are being read to and as they are developing as readers. Such readers may not yet have developed strategies to lift the words from the page. They are familiar with the storyline, the tune on the page and have a natural inclination to predict when working with memorable texts; so they become the storyteller and re-enact the text. It is this familiarisation that helps these children develop a growing awareness of what is involved in being able to do it themselves. On each occasion and over time, the children play a more active role in reading.</p>
<p>Early Reader</p>	<p>Early readers can tackle known and predictable texts with growing confidence but still need support with new and unfamiliar ones. They show a growing ability to make sense of what they read, drawing on illustrations, their knowledge of language and the world as well as the words on the page.</p> <p>Children within this stage are at an important transition from dependence on memory or on reading alongside an adult, to a growing independence in reading texts that are familiar but not known by heart. They are developing a growing enthusiasm for a wider range of reading material, which may include simple information books and picture books as well as text in the environment, in digital form and through media.</p> <p>Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw, while beginning to focus more closely on print. They are beginning to evidence one-to-one correspondence, drawing on their developing phonic knowledge by linking graphemes and phonemes to help them decode simple words and recognition of a core of known words. They can read and understand simple sentences. As fluency and understanding develop children will begin to self-correct.</p> <p>With support, children reflect on their reading and respond personally to what they have read, making links to prior knowledge, significant experiences and popular culture. They begin to evaluate the books they meet, expressing likes and dislikes with reasons for their views.</p> <p>Older readers at this stage may have a narrow range of independent reading as they are still likely to be drawn to texts that are familiar and do not pose sufficient challenge in extending vocabulary and comprehension skills. Unfamiliar material can be challenging. However, they may be able to read their own writing confidently. They continue to need support with the reading demands of the classroom. Such readers could be over-dependent on one strategy when reading aloud, often reading word by word. They may be over-reliant on phonics.</p>
<p>Developing Reader</p>	<p>A developing reader is gaining control of the reading process. Children within this stage link reading to their own experiences and are able to read simple texts independently. They show interest in a growing range of reading material and are able to branch out into a variety of books and other texts, which include simple information texts, poetry and picture books, as well as digital texts and print in the environment.</p> <p>Children apply their developing phonic knowledge when reading words containing known graphemes, recognising alternative graphemes for known phonemes and alternative pronunciations for graphemes, checking that the text makes sense. They read words containing common suffixes and contractions and understand their purpose. They have a more extensive vocabulary of sight words and fluency is beginning to develop through recognition of larger units within words.</p> <p>Children continue to develop self-correction strategies when reading does not make sense and are able to use more than one strategy. Children bring varied sources of information in order to enable them to make meaning of what they read. Their improved fluency enables them to comprehend more of what they are reading.</p> <p>Children reflect on their reading, respond personally to what they have read by drawing on personal connections to the texts. They evaluate the books they meet and are able to articulate views and preferences, making connections to other texts they have encountered.</p> <p>Older children at this stage are developing fluency as readers and are reading certain kinds of material with confidence, such as short books with simple narrative shapes and with illustrations. They will often re-read favourite books.</p>
<p>Moderately Fluent Reader</p>	<p>Moderately fluent readers are well-launched on reading. They read with confidence for more sustained periods, but still need to return to a familiar range of texts, whilst at the same time beginning to explore new kinds of texts independently.</p> <p>Children at this stage will be looking at larger units of words to help them to decode more effectively and read more fluently.</p> <p>Moderately fluent readers are developing confidence in tackling new kinds of texts independently. They are showing evidence of growing enthusiasm for a wider range of reading material that they self select; this may include but is not limited to information books, longer picture books, comics, graphic novels, age appropriate newspapers, short chapter books and a range of digital texts.</p> <p>They are likely to move between familiar and unfamiliar texts in their reading choices, linking new texts to others read, and to personal experiences. They are more confident to express opinions including likes, dislikes and challenges, as well as responding to the questions and listening to the views of others.</p> <p>Older readers at this stage may still need help with the reading demands of the classroom and especially with reading across the curriculum. As their reading experiences increase, children's reading strategies and the language cues of print begin to mesh and they take on more and more of the reading for themselves, bringing to the activity all they know and can do to make the text meaningful.</p>



Fluent Reader

Experienced Reader

Independent Reader

Mature Independent Reader

Stage	Describing the Child's Reading Behaviours
<p>Fluent Reader</p>	<p>Fluent readers are capable readers, who now approach familiar texts with confidence but still need support with unfamiliar materials. They are developing stamina as readers, are able to read for longer periods and cope with more demanding texts.</p> <p>They will begin to read silently and monitor their reading. This transition period is an important one: in the initial stages, they sub-vocalise the words reading at the same pace as if they were reading aloud, but with experience and maturity, the words become 'thoughts in the head' and the rate of reading increases. During this time children still need support and guidance.</p> <p>Children at this stage use a fuller range of cueing systems, relying less on phonics, and are able to identify larger units such as syllables, using these to decode unknown words. Their increased fluency aids comprehension and allows them to start to self-correct.</p> <p>Readers within this stage are confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction, poetry and digital texts. They select books independently and can use information books and materials for straightforward reference purposes, but still need help with unfamiliar material.</p> <p>Children's growing understanding of poetry, stories and texts of different sorts is revealed through discussion and writing. They are willing to reflect on reading and often use reading in their own learning. They are receptive to the views of others and engage in discussions about texts and their impact. They begin to infer beyond the literal from books and stories read independently.</p>
<p>Experienced Reader</p>	<p>Experienced readers are avid readers; making choices from a wide range of material. They are comfortable with reading both silently and aloud to others.</p> <p>Students at this stage are fully launched as readers; they are able to read a wide range of texts independently and with ease. They are more able to cross check across a range of cues to ensure comprehension. They can confidently break up words in ways that support them in decoding unknown vocabulary without impeding their fluency.</p> <p>They are likely to be developing strong reading preferences and showing interest in new authors and genres. They recommend books to others based on their own reading preferences, giving reasons for their choices. They ask questions to enhance their understanding of the text and are able to make comparisons within and across different texts. They are more able to appreciate nuances and subtleties in text.</p> <p>Through discussion and in writing about their reading, they show that they are able to read between the lines and make explicit connections with other reading and personal experience, such as inferring characters' feelings, thoughts and motives from their actions, justifying their inferences with evidence.</p>
<p>Independent Reader</p>	<p>Independent readers are self-motivated, confident and experienced, and may be pursuing particular interests through reading. They are capable of tackling some demanding texts and can cope well with the reading of the wider curriculum. They read thoughtfully and appreciate shades of meaning. They are capable of locating, retrieving and drawing on a variety of sources in order to research a topic independently and of presenting information to the reader. Across a range of texts, they can distinguish between statements of fact and opinion.</p> <p>Students at this stage will be willing to take on more extended and more challenging texts. They become more fluent and experienced across the wide range of reading demands that exist in the primary classroom. They make predictions based on details stated and implied. With encouragement, these children become more critical of what they read, and what writers have to say, as well as beginning to notice the effect that writing has on them as a reader.</p> <p>They comment on how organisational structures and language, including figurative language, are used to contribute to meaning and how this impacts on the reader. They express views formed through both independent reading and the books that are read to them, explaining and justifying personal opinions, and courteously challenge those of others whose views may differ from those of their own.</p>
<p>Mature, Independent Reader</p>	<p>Mature, independent readers are enthusiastic and reflective, with strong established tastes across a range of genres and reading materials. They enjoy pursuing their own reading interests independently and have read and demonstrate familiarity with a wide range of books. They can handle a wide range of texts, including some young adult texts. They recognise that different kinds of texts require different styles of reading. Readers at this stage can identify the effect of a text on the reader, with some explicit explanation as to how that effect has been created.</p> <p>They can identify themes and conventions demonstrating, through discussion and comment, an understanding of their use in and across a wide range of writing. They are able to evaluate evidence drawn from a variety of information sources. They can explain and discuss their understanding of what they have read in a variety of ways including cross-curricular presentations or writing.</p> <p>Students at this level are developing critical awareness as readers, analysing how the language, form and structure are used by a writer to create meanings and effects, and developing an appreciation of how particular techniques and devices achieve the effects they do. They become more able to question and/or admire aspects of content, form and function. They also come to realise that some texts contain elements of prejudice, which they learn to recognise, criticising texts and/or illustrations that are biased. Such readers are also extending their understanding of features such as ambiguity or irony. They can compare writers' ideas and perspectives, as well as how these are conveyed.</p>