



Assessing the Cross-Curricular Skills



Northern Ireland  
Curriculum

**Expansion of the Levels of Progression**  
in Communication across the Curriculum:  
Key Stage 3 (Levels 1–7)

# Reading

(Non-statutory guidance)

Web Version



## **Reading**

### **Key Stage 3 (Levels 1–7)**

#### **Purpose of this Document**

The following guidance is intended to support teachers in their assessments of pupils in relation to the Levels of Progression for Communication.

This guidance provides more detailed explanation and exemplification of the criteria within the Levels of Progression grids. The examples provided are for illustrative purposes only and will assist teachers by indicating some typical ways in which pupils might demonstrate their competence at a given level.

Reading  
Levels 1-7

Requirements for Communication		Level 1
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:		Pupils can:
<b>Reading</b> Pupils should be enabled to:		
<ul style="list-style-type: none"> <li>read a range of texts* for information, ideas and enjoyment;</li> </ul>	<ul style="list-style-type: none"> <li>show understanding of the meaning carried by print, pictures and images; Pupils are aware that meaning can be taken from pictures, images and texts*. They understand messages conveyed by words, phrases and simple sentences.</li> </ul>	
<ul style="list-style-type: none"> <li>use a range of strategies to read with increasing independence;</li> </ul>	<ul style="list-style-type: none"> <li>understand that words are made up of sounds and syllables and that sounds are represented by letters; Pupils can identify syllables in words and can segment and blend. For example, pupils can tap out syllables in words and associate letters with the sounds they represent.</li> <li>use reading strategies; Pupils can use prior knowledge and pictures to make sense of a text*, use context and syntax to make predictions about words, and use sound-symbol correspondence.</li> </ul>	
<ul style="list-style-type: none"> <li>find, select and use information from a range of sources;</li> </ul>	<ul style="list-style-type: none"> <li>read and understand familiar words, signs and symbols in the environment;</li> <li>use visual clues to locate information; Pupils can use labels or pictures to find resources or information.</li> </ul>	
<ul style="list-style-type: none"> <li>understand and explore ideas, events and features in texts*;</li> </ul>	<ul style="list-style-type: none"> <li>use language associated with texts*; Pupils can talk about texts using words such as 'cover', 'pages', and 'author/writer'.</li> </ul>	
<ul style="list-style-type: none"> <li>use evidence from texts* to explain opinions.</li> </ul>	<ul style="list-style-type: none"> <li>talk about what they read and answer questions. Pupils can talk with the teacher about what they have read and show their understanding through activities such as discussion or role-play.</li> </ul>	

Level 2	Level 3
Engaging with a range of short, simple texts*, both reading aloud and silently, pupils can:	Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, pupils can:
<ul style="list-style-type: none"> <li>understand, recount and sequence events and information;</li> </ul>	<ul style="list-style-type: none"> <li>recognise, understand and sequence main points;</li> <li>paraphrase with general accuracy; Pupils can communicate their understanding of main points in a text* by, for example, putting them in order or by putting them in their own words.</li> </ul>
<ul style="list-style-type: none"> <li>use a range of reading strategies; Pupils can integrate a range of strategies when reading texts* at instructional and independent levels.</li> </ul>	<ul style="list-style-type: none"> <li>choose and use reading strategies independently; Pupils can employ appropriate strategies, for example using context cues to help identify and give meaning to words they do not recognise.</li> </ul>
<ul style="list-style-type: none"> <li>select information for a purpose; Pupils can select appropriate materials in order to find the information they need.</li> <li>use basic alphabetical knowledge and visual clues to locate information; Pupils can use the first letter to locate information in simple reference material where items are arranged in alphabetical order.</li> </ul>	<ul style="list-style-type: none"> <li>use organisational features, including alphabetical order, to locate and obtain information; Pupils find information by making use of structural features of texts*, for example contents, index and homepage, and by being familiar with the referencing system of libraries.</li> </ul>
<ul style="list-style-type: none"> <li>recognise some forms and features of texts*; Pupils can recognise the features of different texts*. For example, a non-fiction text* has words and illustrations that convey factual information and a dictionary has a collection of words in alphabetical order.</li> </ul>	<ul style="list-style-type: none"> <li>understand that there are different forms and features of texts*; Pupils understand that different types of text* have their own particular features. For example, a newspaper article has headlines, columns and captions, and a reference book has contents and index pages.</li> <li>make deductions using information from the text*; Pupils can 'read between the lines', picking up on some things that the author/writer does not state directly.</li> </ul>
<ul style="list-style-type: none"> <li>ask questions to seek clarification that develops understanding;</li> <li>express opinions and make predictions. Pupils show understanding of what they have read by saying what they think about it and what they think might happen next.</li> </ul>	<ul style="list-style-type: none"> <li>ask and respond to questions to extend understanding;</li> <li>express opinions and give reasons. Pupils give an opinion about what they have read and why they think as they do.</li> </ul>

\* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

Reading  
Levels 1-7

Requirements for Communication	
<p>Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:</p> <p><b>Reading</b></p> <p>Pupils should be enabled to:</p>	<p><b>Level 3</b></p> <p>Engaging with a range of longer texts* for a variety of purposes, both reading aloud and silently, pupils can:</p>
<ul style="list-style-type: none"> <li>read a range of texts* for information, ideas and enjoyment;</li> </ul>	<ul style="list-style-type: none"> <li>recognise, understand and sequence main points;</li> <li>paraphrase with general accuracy; Pupils can communicate their understanding of main points in a text* by, for example, putting them in order or by putting them in their own words.</li> </ul>
<ul style="list-style-type: none"> <li>use a range of strategies to read with increasing independence;</li> </ul>	<ul style="list-style-type: none"> <li>choose and use reading strategies independently; Pupils can employ appropriate strategies, for example using context cues to help identify and give meaning to words they do not recognise.</li> </ul>
<ul style="list-style-type: none"> <li>find, select and use information from a range of sources;</li> </ul>	<ul style="list-style-type: none"> <li>use organisational features, including alphabetical order, to locate and obtain information; Pupils find information by making use of structural features of texts*, for example contents, index and homepage, and by being familiar with the referencing system of libraries.</li> </ul>
<ul style="list-style-type: none"> <li>understand and explore ideas, events and features in texts*;</li> </ul>	<ul style="list-style-type: none"> <li>understand that there are different forms and features of texts*; Pupils understand that different types of text* have their own particular features. For example, a newspaper article has headlines, columns and captions, and a reference book has contents and index pages.</li> <li>make deductions using information from the text*; Pupils can 'read between the lines', picking up on some things that the author/writer does not state directly.</li> </ul>
<ul style="list-style-type: none"> <li>use evidence from texts* to explain opinions.</li> </ul>	<ul style="list-style-type: none"> <li>ask and respond to questions to extend understanding;</li> <li>express opinions and give reasons. Pupils give an opinion about what they have read and why they think as they do.</li> </ul>

Level 4	Level 5
<p>Engaging with a range of texts* of varying lengths for a variety of purposes, pupils can:</p>	<p>Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, pupils can:</p>
<ul style="list-style-type: none"> <li>show understanding by identifying and summarising information;</li> <li>paraphrase; Pupils establish the main message of a text* by identifying the important points and drawing these together to communicate the overall message of the text* in their own words, for example finding information about tropical rainforests in order to write an article for the school magazine.</li> </ul>	<ul style="list-style-type: none"> <li>show understanding by identifying and summarising information, ideas and details; Pupils are able to summarise the key messages of a text* by selecting appropriate details or parts of the text* to illustrate their understanding, for example when writing a review of a book they have enjoyed.</li> </ul>
<ul style="list-style-type: none"> <li>read independently; Pupils can choose and read material that is appropriate and relevant and use a range of comprehension strategies independently to make sense of the text*.</li> </ul>	
<ul style="list-style-type: none"> <li>locate relevant information and use it appropriately; Pupils search for information in a planned and focused way, for example when using the school library/digital resources to research a topic, they decide what is relevant in relation to the topic and use it in a way that suits the purpose.</li> </ul>	<ul style="list-style-type: none"> <li>select and manage information from a range of sources; Pupils can search for and identify information from a range of different sources for a particular purpose. They can organise it and use it appropriately, for example finding information about volcanoes from several sources to create an informative presentation for their peers.</li> </ul>
<ul style="list-style-type: none"> <li>recognise main features and understand how these are linked to form and purpose; Pupils identify the language, purpose, features and structure of a text* form, for example when considering the impact of language and layout of a poster.</li> <li>understand explicit meanings and recognise some implicit meanings; Pupils can identify a suggested message, for example within a fairy tale, parable, etc.</li> </ul>	<ul style="list-style-type: none"> <li>describe language, structure and presentation; Pupils can identify and make appropriate explanatory comments on what is written and how it is written and constructed. They can make connections between form, audience and purpose, for example when commenting on a mobile phone advertisement.</li> <li>understand some implicit meanings and attitudes; Pupils can identify and explain sub-text. Pupils can also make a statement about the attitude that the writer may have to his/her subject, for example discussing how the director seeks to influence audience empathy with a particular character, when reviewing a film.</li> <li>differentiate between fact and opinion; Pupils can identify and distinguish factual information from opinion in a given text*, such as a travel brochure.</li> </ul>
<ul style="list-style-type: none"> <li>explain opinions about what they read. Pupils make their opinions clear and give well thought out reasons.</li> </ul>	<ul style="list-style-type: none"> <li>make reference to text* to support opinions and draw conclusions. On reading a text*, pupils can refer to specific and relevant parts of the text* to back up what they think.</li> </ul>

\* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

# Reading Levels 1-7

Requirements for Communication	
Across the curriculum, at a level appropriate to their ability, pupils should be enabled to develop skills in:	
<b>Reading</b> Pupils should be enabled to:	
<ul style="list-style-type: none"> <li>read a range of texts* for information, ideas and enjoyment;</li> </ul>	<p><b>Level 5</b></p> <p><b>Engaging with a range of texts* of varying lengths for a variety of purposes, including texts* written for a wider audience, pupils can:</b></p> <ul style="list-style-type: none"> <li><b>show understanding by identifying and summarising information, ideas and details;</b> Pupils are able to summarise the key messages of a text* by selecting appropriate details or parts of the text* to illustrate their understanding, for example when writing a review of a book they have enjoyed.</li> </ul>
<ul style="list-style-type: none"> <li>use a range of strategies to read with increasing independence;</li> </ul>	
<ul style="list-style-type: none"> <li>find, select and use information from a range of sources;</li> </ul>	<ul style="list-style-type: none"> <li><b>select and manage information from a range of sources;</b> Pupils can search for and identify information from a range of different sources for a particular purpose. They can organise it and use it appropriately, for example finding information about volcanoes from several sources to create an informative presentation for their peers.</li> </ul>
<ul style="list-style-type: none"> <li>understand and explore ideas, events and features in texts*;</li> </ul>	<ul style="list-style-type: none"> <li><b>describe language, structure and presentation;</b> Pupils can identify and make appropriate explanatory comments on what is written and how it is written and constructed. They can make connections between form, audience and purpose, for example when commenting on a mobile phone advertisement.</li> <li><b>understand some implicit meanings and attitudes;</b> Pupils can identify and explain sub-text. Pupils can also make a statement about the attitude that the writer may have to his/her subject, for example discussing how the director seeks to influence audience empathy with a particular character, when reviewing a film.</li> <li><b>differentiate between fact and opinion;</b> Pupils can identify and distinguish factual information from opinion in a given text*, such as a travel brochure.</li> </ul>
<ul style="list-style-type: none"> <li>use evidence from texts* to explain opinions.</li> </ul>	<ul style="list-style-type: none"> <li><b>make reference to text* to support opinions and draw conclusions.</b> On reading a text*, pupils can refer to specific and relevant parts of the text* to back up what they think.</li> </ul>

\* Texts refer to ideas that are organised to communicate and present a message in written, spoken, visual and symbolic forms.

Level 6	Level 7
<p><b>Engaging with a range of complex texts*, including those written for a wider audience, pupils can:</b></p> <ul style="list-style-type: none"> <li><b>identify how main points, details or ideas are organised and developed;</b> Pupils can examine the detail of the text* to demonstrate a focused understanding of what they have read and how the message is conveyed, for example when analysing how a director explores a theme in a film.</li> </ul>	<p><b>Across a range of complex sources, including those produced for a wider audience, pupils can:</b></p>
<ul style="list-style-type: none"> <li><b>read critically to compare information from a range of sources;</b> Pupils can compare and contrast information from a range of sources. They can ask questions to establish the quality of information, for example when discussing the validity and reliability of historical source material on the Reformation.</li> <li><b>evaluate and adapt information;</b> Pupils read a range of information to determine its usefulness and appropriateness. They can adapt it to suit audience and purpose, for example when writing a newspaper report about Martin Luther using relevant information from primary historical sources.</li> </ul>	<ul style="list-style-type: none"> <li><b>discriminate between different sources, recognising the relevance, reliability and accuracy of the information;</b> Pupils can weigh up the strengths and weaknesses of information in order to validate findings and opinions, for example independently choosing relevant and reliable information when using a search engine.</li> <li><b>synthesise information from a range of sources;</b> Pupils can read a range of sources, such as journal articles, textbooks, novels, films or websites, bringing together different perspectives. They can combine these to suit a particular audience and purpose, for example when producing an article for a school science magazine.</li> </ul>
<ul style="list-style-type: none"> <li><b>explain the effects of language, structure and presentation;</b> Pupils can identify and comment on different techniques that writers use to shape the response of the audience, for example when analysing Martin Luther King's 'I Have a Dream' speech, looking at his use of rhetorical devices.</li> <li><b>identify authors' intentions;</b> Pupils can identify and make some comment on a writer's intended audience and purpose, for example when analysing a poem, they can comment on the poet's intended meaning.</li> <li><b>detect points of view, lines of reasoning and bias;</b> Pupils can pick out and follow an argument. They know when a writer is deliberately shaping the reader's response in a one-sided way. They can comment on some of the ways in which a writer does this, for example when discussing the possible reasons for the bias in a variety of political cartoons.</li> </ul>	<ul style="list-style-type: none"> <li><b>explain in detail the effects of language, structure and presentation;</b> Pupils can analyse and demonstrate their understanding of a writer's technique. They can comment in detail on the intended effects of technique on the audience, for example when analysing how persuasive language, techniques and images are used in a charity leaflet.</li> </ul>
<ul style="list-style-type: none"> <li><b>use appropriate and sufficient evidence to justify their ideas and opinions.</b> Pupils can select from the text* the details most effective in justifying their opinions or conclusions. This may be done through summary or quotation, for example using quotation from the text* when writing a character analysis.</li> </ul>	<ul style="list-style-type: none"> <li><b>expand on opinions, informed by well-selected evidence.</b> Pupils can demonstrate a well developed understanding of the text* by carefully selecting evidence to support conclusions drawn.</li> </ul>

### Definition of terms

#### **Explicit meaning**

Precisely and clearly expressed ideas and information which leave nothing open to inference.

#### **Implicit meaning**

A suggested message within a text which requires deduction, for example within a fairy tale or a parable.

#### **Genre**

A type of text, classified according to specific language features, for example Narrative or Report.

#### **Form**

A text within a genre that is structured to take account of intended purpose and audience, for example a postcard or diary within the Recount genre; a recipe or a set of instructions within the Procedural genre.