

## The Reading Criterion Scale and other assessment and levelling systems

The chart below shows how the Reading Criterion Scale relates to Oxford Levels, old National Curriculum levels (for guidance on how the Reading Criterion Scale matches the expectations of the new National Curriculum in England see pages 7–11), Book Bands and Reading Recovery levels as well as Read Write Inc. (RWI) levels. The links between the Reading Criterion Scale, Book Bands and Reading Recovery are approximate and are given for general guidance only.

Oxford Level	Best-fit Reading Criterion Scale Grade	Best-fit old National Curriculum Level	Best-fit Book Band	Best-fit Reading Recovery Levels	Best-fit RWI Levels
Level 1	Emergent	W	Lilac	1	
Level 1+	Emergent Plus	W Plus	Pink	2	Ditties, Green, Purple
Level 2	Grade 1c	1c	Red	3–5	Purple, Pink, Orange
Level 3	Grade 1b	1b	Yellow	6–8	Pink, Orange
Level 4	Grade 1b	1b	Light Blue	9–11	Pink, Orange, Yellow
Level 5	Grade 1a	1a	Green	12–14	Yellow, Blue
Level 6	Grade 1a	1a	Orange	15–16	Yellow, Blue
Level 7	Grade 2c	2c	Turquoise	17–18	Blue
Level 8	Grade 2c	2c	Purple	19–20	Blue
Level 9	Grade 2b	2b	Gold, Brown	21–22	Grey
Level 10	Grade 2a	2a	White, Brown	23–24	Grey
Level 11	Grade 3c	3c	Lime, Brown	25–26	
Level 12	Grade 3c	3c	Grey	26–27	
Level 13	Grade 3b	3b	Grey	27	
Level 14	Grade 3a	3a	Grey	28	
Level 15	Grade 4c	4c	Dark Blue	29	
Level 16	Grade 4b	4b	Dark Blue	30	
Level 17	Grade 4a	4a	Dark Red		
Level 18	Grade 5c	5c	Dark Red		
Level 19	Grade 5b	5b	Dark Red		
Level 20	Grade 5a/6	5a/6c	Dark Red		

Taken from *Cog Dog*,  
Project X Phonics





# The Reading Criterion Scale and the National Curricula

The Reading Criterion Scale describes the detailed steps children make as they learn to read, and presents this information in a format that is specifically designed to facilitate assessment. It represents the skills hierarchy common to all children’s development regardless of curriculum, and it is therefore curriculum neutral. However, some additions and adaptations have been made in order to ensure that the Reading Criterion Scale specifically and fully delivers all the expectations in the new National Curriculum for England for 2014. The sections that follow explain how the Reading Criterion Scale fits with the requirements of the different UK curricula.

## The Reading Criterion Scale and the Early Years Foundation Stage in England: Reading

**Statutory requirements: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.**

**The chart below is based on Development Matters – non-statutory guidance material which fleshes out the statutory requirements of the EYFS and supports practitioners in implementing them.**

Development Matters guidelines: 30 to 50 months	Reading Criterion Scale link
Enjoys rhyming and rhythmic activities; shows awareness of rhyme and alliteration; recognizes rhythm in spoken words	RCS Emergent Grade, criterion 1
Listens to and joins in with stories and poems, one-to-one and also in small groups; joins in with repeated refrains and anticipates key events and phrases in rhymes and stories	RCS Emergent Grade, criteria 1, 9, 19
Beginning to be aware of the way stories are structured; suggests how the story might end; listens to stories with increasing attention and recall; describes main story settings, events and principal characters	RCS Emergent Grade, criteria 7, 8, 9, 10, 18, 19, 21, 23, 24, 25
Shows interest in illustrations and print in books, and print in the environment; recognizes familiar words and sounds such as own name and advertising logos	RCS Emergent Grade, criteria 5, 6, 12, 21
Looks at books independently; handles books carefully; knows information can be relayed in the form of print; holds books the correct way up and turns pages; knows that print carries meaning and, in English, is read from left to right and top to bottom	RCS Emergent Grade, criteria 2, 3, 4, 11, 12, 13
Development Matters guidelines: 40 to 60+ months	Reading Criterion Scale link
Continues a rhyming string; hears and says the initial sounds in words	RCS Emergent Grade, criterion 15
Can segment the sounds in simple words and blend them together, and knows which letters represent some of them; links sounds to letters, naming and sounding the letters of the alphabet	RCS Emergent Grade, criteria 14, 15, 16, 17, 22
Begins to read words and simple sentences	RCS Emergent Grade, criteria 16, 17, 20, 22
Uses vocabulary and forms of speech that are increasingly influenced by their experience of books; enjoys an increasing range of books; knows that information can be retrieved from books and computers	RCS Emergent Grade, criteria 1, 7, 8, 9, 10, 18, 21, 25, 26

**By the end of the Reception year children should reach around Reading Criterion Scale Emergent Grade Plus to be in line with new National Curriculum attainment expectations – see chart on page 31 for details.**

# The Reading Criterion Scale and the National Curriculum in England

## Year 1 Programme of Study for Reading

WORD READING National Curriculum objective	Reading Criterion Scale link
<i>Pupils should be taught to:</i> apply phonic knowledge and skills as the route to decode words	RCS Grade 1, criteria 4, 19
respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	RCS Emergent Grade, criterion 14; Grade 1, criterion 19
read accurately by blending sounds in unfamiliar words containing Grapheme Phoneme Correspondences (GPCs) that have been taught	RCS Emergent Grade, criterion 16; Grade 1, criteria 4, 19
read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	RCS Grade 1, criteria 3, 13, 14, 18, 19
read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	RCS Grade 1, criteria 4, 19
read other words of more than one syllable that contain taught GPCs	RCS Grade 1, criteria 4, 19
read words with contractions, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)	Words with contractions feature in RCS Year 1 (P2) and 2 (P3) high-frequency word list
read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	The choice of books is left to teacher and child but will include decodable books.
re-read these books to build up their fluency and confidence in word reading	RCS assumes children are re-reading.
COMPREHENSION National Curriculum objective	Reading Criterion Scale link
<i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	RCS Grade 1, criterion 5
being encouraged to link what they read or hear read to their own experiences	RCS Grade 1, criterion 22
becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	RCS Grade 1, criteria 9, 10, 20
recognizing and joining in with predictable phrases	RCS Grade 1, criterion 10
learning to appreciate rhymes and poems, and to recite some by heart	RCS Grade 1, criterion 10
<i>understand both the books they can already read accurately and fluently and those they listen to by:</i> drawing on what they already know or on background information and vocabulary provided by the teacher	RCS Grade 1, criteria 7, 8, 21, 22, 23
checking that the text makes sense to them as they read and correcting inaccurate reading	RCS Grade 1, criterion 25
discussing the significance of the title and events	RCS Grade 1, criteria 11, 21, 22
making inferences on the basis of what is being said and done	RCS Grade 1, criteria 22, 24
predicting what might happen on the basis of what has been read so far	RCS Grade 1, criteria 21, 22
participating in discussion about what is read to them, taking turns and listening to what others say	RCS Grade 1, criteria 8, 15, 24
explaining clearly their understanding of what is read to them	RCS Grade 1, criteria 8, 15, 24

The chart above shows how the National Curriculum expectations for this year fit with the Reading Criterion Scale Grades which **most** children in the class are likely to be working at. By the end of Year 1 children should reach around Reading Criterion Scale Grade 1a to be in line with new National Curriculum attainment expectations – see chart on page 32 for details.



## Year 2 Programme of Study for Reading

WORD READING National Curriculum objective	Reading Criterion Scale link
<i>Pupils should be taught to:</i> continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent	RCS Grade 2, criteria 2, 10
read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes	RCS Grade 2, criteria 2, 10
read accurately words of two or more syllables that contain the same GPCs as above	RCS Grade 2, criterion 20
read words containing common suffixes	RCS Grade 2, criterion 20
read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word	RCS Grade 2, criteria 1, 19
read most words quickly and accurately when they have been frequently encountered without overt sounding and blending	RCS Grade 2, criteria 2, 10, 19
read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation	RCS Grade 2, criteria 2, 10, 19
re-read these books to build up their fluency and confidence in word reading	RCS assumes children are re-reading.
COMPREHENSION National Curriculum objective	Reading Criterion Scale link
<i>develop pleasure in reading, motivation to read, vocabulary and understanding by:</i> listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently	RCS Grade 2, criteria 7, 8, 15, 16, 17, 27, 28, 29
discussing the sequence of events in books and how items of information are related	RCS Grade 2, criteria 4, 13, 15, 16, 17, 24, 27
becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	RCS Grade 2, criteria 4, 24
being introduced to non-fiction books that are structured in different ways	RCS Grade 2, criteria 9, 13, 17, 18, 29, 30
recognizing simple recurring literary language in stories and poetry	RCS Grade 2, criteria 23, 26
discussing their favourite words and phrases	RCS Grade 2, criterion 23, 26
continuing to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	RCS Grade 2, criterion 22
<i>understand both the books that they can already read accurately and fluently and those that they listen to by:</i> drawing on what they already know or on background information and vocabulary provided by the teacher	RCS Grade 2, criteria 6, 7, 14, 16, 25, 27, 28, 31
checking that the text makes sense to them as they read and correcting inaccurate reading	RCS Grade 2, criterion 11
making inferences on the basis of what is being said and done	RCS Grade 2, criterion 27, 28
answering and asking questions	RCS Grade 2, criteria 6, 13, 16, 18, 25, 31
predicting what might happen on the basis of what has been read so far	RCS Grade 2, criterion 14
participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	RCS Grade 2, criteria 8, 15, 16, 17, 23, 25, 26, 27, 28
explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	RCS Grade 2, criteria 8, 16, 17, 23, 25, 26, 27, 28

The chart above shows how the National Curriculum expectations for this year fit with the Reading Criterion Scale Grades which **most** children in the class are likely to be working at. New National Curriculum expectations indicate that by the end of Year 2 the majority of children should be a high Grade 2 and some should be working within Grade 3. See charts on pages 33 to 34 for details.

## Years 3 and 4 Programme of Study for Reading

WORD READING National Curriculum objective	Reading Criterion Scale link
<i>Pupils should be taught to:</i> apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet	RCS Grade 2, criterion 10, 20, 23 RCS Grade 3, criteria 1, 15
read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	RCS Grade 3, criteria 11, 20
COMPREHENSION National Curriculum objective	Reading Criterion Scale link
<i>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</i> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	RCS Grade 3, criteria 18, 19, 25, 28
reading books that are structured in different ways and reading for a range of purposes	RCS Grade 3, criteria 3, 5, 7, 8, 18, 19, 28
using dictionaries to check the meaning of words that they have read	RCS Grade 3, criterion 10
increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	RCS Grade 3, criterion 3, 7
identifying themes and conventions in a wide range of books	RCS Grade 3, criteria 4, 5, 7, 18, 19, 28
preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	RCS Grade 3, criteria 2, 21
discussing words and phrases that capture the reader's interest and imagination	RCS Grade 3, criteria 9, 15, 17
recognizing some different forms of poetry (e.g. free verse, narrative poetry)	RCS Grade 3, criterion 19
<i>understand what they read, in books they can read independently, by:</i> checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	RCS Grade 3, criteria 1, 3, 12, 13, 14, 15, 25, 27
asking questions to improve their understanding of a text	RCS Grade 2, criterion 25, 31 RCS Grade 3, criteria 13, 25
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	RCS Grade 3, criteria 4, 5, 6, 13, 14, 25, 27, 29
predicting what might happen from details stated and implied	RCS Grade 3, criteria 5, 25, 29
identifying main ideas drawn from more than one paragraph and summarizing these	RCS Grade 3, criteria 3, 4, 8, 22, 23
identifying how language, structure, and presentation contribute to meaning	RCS Grade 3, criteria 8, 9, 17, 18, 19
retrieving and recording information from non-fiction	RCS Grade 3, criteria 3, 10, 22, 23
participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	RCS Grade 3, criteria 12, 13, 14, 25, 29

The chart above shows how the National Curriculum expectations for this pair of years fit with the Reading Criterion Scale Grades which **most** children in the class are likely to be working at. New National Curriculum expectations indicate that by the end of Year 3 the majority of children should be a secure 3b or higher and some may be moving into Grade 4. By the end of Year 4 the majority of children should be around Grade 4c or higher and some might be completing Grade 4. See charts on pages 35 to 38 for details.



## Years 5 and 6 Programme of Study for Reading

WORD READING National Curriculum objective	Reading Criterion Scale link
<i>Pupils should be taught to:</i> apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in Appendix 1, both to read aloud and to understand the meaning of new words that they meet	RCS Grade 4, criterion 1 RCS Grade 5, criterion 1
COMPREHENSION National Curriculum objective	Reading Criterion Scale link
<i>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</i> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	RCS Grade 4, criteria 10, 16, 18, 28 RCS Grade 5 criteria 9, 13, 19, 20, 21
reading books that are structured in different ways and reading for a range of purposes	RCS Grade 4, criteria 16, 18, 19 RCS Grade 5, criteria 8, 9, 19
increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	RCS Grade 4, criteria 10, 16, 18, 28 RCS Grade 5, criteria 9, 13, 19, 20, 21
recommending books that they have read to their peers, giving reasons for their choices	RCS Grade 4, criteria 24, 29 RCS Grade 5, criteria 9, 12, 16
identifying and discussing themes and conventions in and across a wide range of writing	RCS Grade 4, criteria 10, 16, 17, 19, 29 RCS Grade 5, criteria 8, 10, 16, 20
making comparisons within and across books	RCS Grade 4, criteria 6, 12, 18, 19, 28 RCS Grade 5, criteria 9, 12, 16, 19
learning a wider range of poetry by heart	Learning by heart is not specifically a reading skill, so it is not assessed in the RCS.
preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	RCS Grade 4, criterion 27
<i>understand what they read by:</i> checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	RCS Grade 4, criteria 5, 30 RCS Grade 5, criterion 1
asking questions to improve their understanding	RCS Grade 4, criterion 32 RCS Grade 5, criteria 4, 18
drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	RCS Grade 4, criteria 6, 8, 9, 17, 22, 23, 30, 31, 32 RCS Grade 5, criteria 4, 6, 7, 10, 20
predicting what might happen from details stated and implied	RCS Grade 4, criteria 6, 15, 30 RCS Grade 5, criteria 4, 18
summarizing the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	RCS Grade 4, criteria 2, 14, 20, 30, 32 RCS Grade 5, criteria 3, 11
identifying how language, structure and presentation contribute to meaning	RCS Grade 4, criteria 3, 10, 12, 13, 14, 16, 18, 19, 20 RCS Grade 5, criteria 8, 15, 16, 19, 20
discussing and evaluating how authors use language, including figurative language, considering the impact on the reader	RCS Grade 4, criteria 12, 13, 22, 25, 26 RCS Grade 5, criteria 5, 12, 14, 15, 16, 17, 20
distinguishing between statements of fact and opinion	RCS Grade 4, criterion 11
retrieving, recording and presenting information from non-fiction	RCS Grade 4, criteria 2, 3, 14 RCS Grade 5, criteria 3, 11
participating in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously	RCS Grade 4, criteria 8, 12, 13, 16, 17, 19, 22, 24, 25, 28, 32 RCS Grade 5, criteria 4, 6, 8, 9, 15, 20, 21
explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	RCS Grade 4, criteria 8, 12, 13, 16, 17, 19, 22, 24, 25, 28, 32 RCS Grade 5, criteria 4, 6, 8, 9, 15, 20, 21
providing reasoned justifications for their views	RCS Grade 4, criteria 8, 12, 13, 16, 17, 19, 22, 24, 25, 28, 32 RCS Grade 5, criteria 4, 6, 7, 8, 9, 15, 20, 21

The chart above shows how the National Curriculum expectations for this pair of years fit with the Reading Criterion Scale Grades which **most** children in the class are likely to be working at. New National Curriculum expectations indicate that by the end of Year 5 the majority of children should have reached Grade 4a and some may be working within Grade 5. By the end of Year 6 the majority of children should be around Grade 5b or higher and some may be working within Grade 6. See charts on pages 37 to 39 for details.

# The Reading Criterion Scale and the Scottish Curriculum for Excellence

## Curriculum for Excellence: Early Level

Enjoyment and choice	Reading Criterion Scale link
I enjoy exploring and playing with the patterns and sounds of language and can use what I learn. (LIT 0–01a, LIT 0–20a)	RCS Emergent Grade, criteria 1, 14, 15, 16, 17, 19, 25
I enjoy exploring and choosing stories and other texts to watch, read or listen to, and can share my likes and dislikes. (LIT 0–01b, LIT 0–11b)	RCS Emergent Grade, criteria 1, 4, 7, 9, 10,
Tools for reading	Reading Criterion Scale link
I explore sounds, letters and words, discovering how they work together, and I can use what I learn to help me as I read and write. (ENG 0–12a, LIT 0–13a, LIT 0–21a)	RCS Emergent Grade, criteria 5, 12, 13, 14, 15, 16, 17, 20, 22
Finding and using information	Reading Criterion Scale link
I use signs, books or other texts to find useful or interesting information and I use this to plan, make choices or learn new things. (LIT 0–14a)	RCS Emergent Grade, criteria 5, 6, 8, 21, 24, 26
Understanding, analysing, evaluating	Reading Criterion Scale link
To help me understand stories and other texts, I ask questions and link what I am learning with what I already know. (LIT 0–07a, LIT 0–16a, ENG 0–17a)	RCS Emergent Grade, criteria 10, 18, 21, 23, 24, 26
I enjoy exploring events and characters in stories and other texts, sharing my thoughts in different ways. (LIT 0–19a)	RCS Emergent Grade, criteria 1, 6, 7, 8, 10, 18, 21, 23, 24, 25

## Curriculum for Excellence: First Level

Enjoyment and choice	Reading Criterion Scale link
I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. (LIT 1–11a)	RCS Grade 1, criteria 5, 15, 17, 24 RCS Grade 2, criteria 5, 7, 15, 28
Tools for reading	Reading Criterion Scale link
I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. (ENG 1–12a)	RCS Grade 1, criteria 1, 2, 3, 4, 12, 13, 14, 18, 19, 25 RCS Grade 2, criteria 1, 2, 3, 10, 11, 12, 19, 20, 21, 22
I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. (LIT 1–13a)	RCS Grade 1, criteria 4, 6, 11, 19, 21, 22, 25 RCS Grade 2, criteria 2, 5, 10, 11, 14, 18, 25, 29, 30, 31
Finding and using information	Reading Criterion Scale link
Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose. (LIT 1–14a)	RCS Grade 1, criteria 7, 8, 11, 21, 22, 23, 24 RCS Grade 2, criteria 4, 6, 9, 13, 14, 15, 17, 18, 24, 25, 27, 28, 29, 30, 31
I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. (LIT 1–15a)	RCS Grade 1, criterion 23 RCS Grade 2, criteria 6, 13, 24, 25
Understanding, analysing, evaluating	Reading Criterion Scale link
To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. (LIT 1–16a)	RCS Grade 1, criterion 8, 20 RCS Grade 2, criteria 4, 13, 15, 24, 25
To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. (ENG 1–17a)	RCS Grade 1, criteria 7, 8, 9, 11, 20, 21, 22, 23, 24 RCS Grade 2, criteria 4, 6, 7, 8, 13, 14, 15, 16, 17, 18, 23, 24, 25, 26, 27, 28, 29, 30, 31
To help me develop an informed view, I can recognize the difference between fact and opinion. (LIT 1–18a)	RCS Grade 3, criterion 26
I can share my thoughts about structure, characters and/or setting, recognize the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features. (ENG 1–19a)	RCS Grade 1, criteria 8, 10, 16, 17, 22, 24 RCS Grade 2, criteria 7, 8, 15, 17, 23, 26, 29



## Curriculum for Excellence: Second Level

Enjoyment and choice	Reading Criterion Scale link
I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors. (LIT 2–11a)	RCS Grade 3, criterion 7 RCS Grade 4, criteria 1, 24, 28, 29 RCS Grade 5, criteria 9, 12, 13, 16, 18, 19
Tools for reading	Reading Criterion Scale link
Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. (ENG 2–12a)	RCS Grade 3, criteria 1, 5, 15, 18, 19, 21 RCS Grade 4, criteria 1, 3, 5, 19, 27 RCS Grade 5, criteria 1, 2, 8
I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear, and give reasons for my selection. (LIT 2–13a)	RCS Grade 3, criteria 1, 10, 15, 22, 23 RCS Grade 4, criteria 2, 3, 6, 9, 14, 15, 17, 20, 21, 25, 30, 32 RCS Grade 5, criteria 3, 4, 11, 16, 18, 19
Finding and using information	Reading Criterion Scale link
Using what I know about the features of different types of texts, I can find, select and sort information from a variety of sources and use this for different purposes. (LIT 2–14a)	RCS Grade 3, criteria 3, 8, 10, 12, 18, 19, 22, 23, 28 RCS Grade 4, criteria 2, 3, 4, 10, 11, 14, 18, 19, 21, 32 RCS Grade 5, criteria 3, 4, 5, 6, 8, 9, 10, 11, 19, 20, 21
I can make notes, organize them under suitable headings and use them to understand information, develop my thinking, explore problems and create new texts, using my own words as appropriate. (LIT 2–15a)	RCS Grade 3, criterion 23 RCS Grade 4, criterion 14 RCS Grade 5, criteria 3, 11
Understanding, analysing, evaluating	Reading Criterion Scale link
To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. (LIT 2–16a)	RCS Grade 3, criteria 3, 4, 5, 8, 13, 18, 19, 22, 25, 27, 28, 29 RCS Grade 4, criteria 2, 3, 25 RCS Grade 5, criteria 3, 11, 16, 19, 20, 21
To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. (ENG 2–17a)	RCS Grade 3, criteria 3, 4, 5, 6, 9, 10, 12, 13, 14, 15, 16, 17, 19, 22, 23, 24, 25, 26, 27, 28, 29 RCS Grade 4, criteria 4, 5, 6, 7, 8, 9, 10, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 25, 28, 29, 30, 31, 32 RCS Grade 5, criteria 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21
To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognize when I am being influenced, and have assessed how useful and believable my sources are. (LIT 2–18a)	RCS Grade 3, criteria 9, 17, 25, 26 RCS Grade 4, criteria 11, 12, 13, 21, 25, 31 RCS Grade 5, criteria 5, 6, 10, 12, 14, 15, 16, 17, 20
I can: discuss structure, characterization and/or setting; recognize the relevance of the writer's theme and how this relates to my own and others' experiences; discuss the writer's style and other features appropriate to genre. (ENG 2–19a)	RCS Grade 3, criteria 4, 5, 6, 9, 12, 13, 14, 16, 17, 18, 19, 24, 25, 27, 28, 29 RCS Grade 4, criteria 8, 13, 15, 16, 17, 18, 19, 21, 22, 23, 24, 25, 29, 31, 32 RCS Grade 5, criteria 7, 8, 10, 12, 15, 16, 19, 20, 21



Taken from *Gizmo*,  
TreeTops Chucklers



## Curriculum for Excellence: Third Level

Enjoyment and choice	Reading Criterion Scale link
I regularly select and read, listen to or watch texts for enjoyment and interest, and I can express how well they meet my needs and expectations and give reasons, with evidence, for my personal response. I can identify sources to develop the range of my reading. (LIT 3–11a)	RCS Grade 5, criteria 4, 5, 9, 11, 13, 16, 18, 19
Tools for reading	Reading Criterion Scale link
Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression. (ENG 3–12a)	RCS Grade 5, criteria 1, 2, 8, 19
I can select and use a range of strategies and resources I find most useful before I read, and as I read, to monitor and check my understanding. (LIT 3–13a)	RCS Grade 5, criteria 1, 3, 4, 11, 18
Finding and using information	Reading Criterion Scale link
Using what I know about the features of different types of texts, I can find, select, sort, summarize, link and use information from different sources. (LIT 3–14a)	RCS Grade 5, criteria 3, 4, 7, 8, 11, 18, 19
I can make notes, organize them to develop my thinking, help retain and recall information, explore issues and create new texts, using my own words as appropriate. (LIT 3–15a)	RCS Grade 5, criteria 3, 11
Understanding, analysing, evaluating	Reading Criterion Scale link
To show my understanding across different areas of learning, I can: identify and consider the purpose, main concerns or concepts and use supporting detail; make inferences from key statements; identify and discuss similarities and differences between different types of text. (LIT 3–16a)	RCS Grade 5, criteria 3, 5, 6, 10, 11, 18, 19
To show my understanding, I can comment, with evidence, on the content and form of short and extended texts, and respond to literal, inferential and evaluative questions and other types of close reading tasks. (ENG 3–17a)	RCS Grade 5, criteria 4, 5, 6, 7, 8, 10, 11, 12, 14, 15, 16, 17, 18, 19, 20, 21
To help me develop an informed view, I am exploring the techniques used to influence my opinion. I can recognize persuasion and assess the reliability of information and the credibility and value of my sources. (LIT 3–18a)	RCS Grade 5, criteria 5, 6, 9, 10, 12, 14, 17, 20, 21
I can discuss and evaluate the structure, characterization and/or setting using some supporting evidence; identify the main theme of the text and recognize the relevance this has to my own and others' experiences; identify and comment on aspects of the writer's style and other features appropriate to genre using some relevant evidence. (ENG 3–19a)	RCS Grade 5, criteria 5, 6, 7, 8, 9, 10, 11, 16, 18, 19, 20, 21





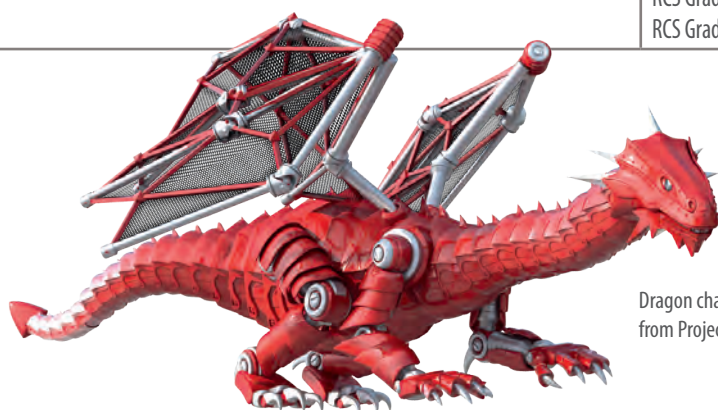
# The Reading Criterion Scale and the Northern Ireland Curriculum

## Northern Ireland Curriculum: Level 1 Reading

Pupils can:	Reading Criterion Scale link
show understanding of the meaning carried by print, pictures and images	RCS Emergent Grade, criteria 6, 10, 12, 18, 19, 21, 23, 24, 26 RCS Grade 1, criteria 6, 7, 8, 10, 11, 21, 22, 25
understand that words are made up of sounds and syllables and that sounds are represented by letters	RCS Emergent Grade, criteria 11, 12, 13, 14, 15, 16, 17, 22 RCS Grade 1, criteria 1, 4, 19
use reading strategies	RCS Emergent Grade, criteria 12, 14, 15, 16, 17, 20, 22 RCS Grade 1, criteria 1, 3, 4, 6, 7, 11, 12, 13, 14, 18, 19, 21, 22, 23, 25
read and understand familiar words, signs and symbols in the environment	RCS Emergent Grade, criteria 5, 20, 26 RCS Grade 1, criteria 6, 13, 14, 18
use visual clues to locate information	RCS Emergent Grade, criteria 6, 21, 26 RCS Grade 1, criteria 6, 7, 10, 11, 21, 23
use language associated with texts	RCS Emergent Grade, criteria 8, 11, 19, 23, 24, 25 RCS Grade 1, criteria 1, 2, 8, 9, 10, 16, 17, 20, 24
talk about what they read and answer questions	RCS Emergent Grade, criteria 1, 7, 8, 10, 18, 21, 23, 24, 25 RCS Grade 1, criteria 7, 8, 9, 10, 11, 15, 17, 20, 21, 22, 23, 24

## Northern Ireland Curriculum: Level 2 Reading

Engaging with a range of short, simple texts, both reading aloud and silently, pupils can:	Reading Criterion Scale link
understand, recount and sequence events and information	RCS Grade 1, criteria 7, 8, 9, 20, 23 RCS Grade 2, criteria 4, 6, 13, 14, 16, 24, 25, 27, 28 RCS Grade 3, criteria 3, 4, 5, 6, 12, 13, 14, 16, 17, 22, 23, 24, 25, 26, 27, 29
use a range of reading strategies	RCS Grade 1, criteria 1, 3, 4, 6, 7, 11, 12, 13, 14, 18, 19, 21, 22, 23, 25 RCS Grade 2, criteria 1, 2, 3, 10, 11, 12, 13, 14, 19, 20, 21, 22, 23, 28, 31 RCS Grade 3, criteria 1, 2, 5, 7, 11, 15, 20, 21, 22, 27, 29
use basic alphabetical knowledge and visual clues to locate information	RCS Grade 1, criteria 6, 7, 10, 11, 21, 23 RCS Grade 2, criteria 6, 13, 25, 30 RCS Grade 3, criteria 10, 22
recognize some forms and features of texts	RCS Grade 1, criterion 10 RCS Grade 2, criteria 9, 17, 18, 29, 30 RCS Grade 3, criteria 8, 18, 19, 28
ask questions to seek clarification that develops understanding	RCS Grade 1, criteria 8, 21, 22, 24, 25 RCS Grade 2, criteria 11, 14, 16, 28, 31 RCS Grade 3, criteria 4, 5, 13, 15, 16, 24, 29
express opinions and make predictions	RCS Grade 1, criteria 11, 15, 17, 21, 22, 24 RCS Grade 2, criteria 7, 8, 14, 15, 16, 27, 28 RCS Grade 3, criteria 4, 5, 7, 12, 16, 25, 29



Dragon character taken from Project X Origins

## Northern Ireland Curriculum: Level 3 Reading

Engaging with a range of longer texts for a variety of purposes, both reading aloud and silently, pupils can:	Reading Criterion Scale link
recognize, understand and sequence main points	RCS Grade 4, criteria 2, 3, 8, 14, 32
paraphrase with general accuracy	RCS Grade 4, criteria 2, 8, 14, 15, 25, 30, 32
choose and use reading strategies independently	RCS Grade 4, criteria 1, 2, 3, 5, 6, 9, 14, 27, 30, 32
use organizational features, including alphabetical order, to locate and obtain information	RCS Grade 4, criteria 3, 10, 14, 19
understand that there are different forms and features of texts	RCS Grade 4, criteria 3, 10, 16, 18, 19
make deductions using information from the text	RCS Grade 4, criteria 3, 4, 8, 14, 17, 30, 32
ask and respond to questions to extend understanding	RCS Grade 4, criteria 3, 4, 5, 6, 9, 13, 14, 15, 17, 21, 22, 23, 24, 25, 31, 32
express opinions and give reasons	RCS Grade 4, criteria 6, 7, 8, 9, 11, 12, 13, 15, 17, 19, 21, 22, 23, 24, 25, 29, 30, 32

## Northern Ireland Curriculum: Level 4 Reading

Engaging with a range of texts of varying lengths for a variety of purposes, pupils can:	Reading Criterion Scale link
show understanding by identifying and summarizing information	RCS Grade 4, criteria 2, 3, 8, 14, 32 RCS Grade 5, criteria 3, 5, 6, 7, 11, 19
paraphrase	RCS Grade 4, criteria 2, 8, 14, 15, 25, 30, 32 RCS Grade 5, criteria 3, 5, 11
read independently	RCS Grade 4, criteria 1, 2, 3, 5, 6, 9, 14, 27, 30, 32 RCS Grade 5, criteria 1, 2, 3, 4, 5, 6, 7, 10, 11, 18, 19, 20
locate relevant information and use it appropriately	RCS Grade 4, criteria 3, 10, 14, 19 RCS Grade 5, criteria 3, 4, 7, 8, 11, 18, 19, 20, 21
recognize main features and understand how these are linked to form and purpose	RCS Grade 4, criteria 3, 10, 16, 18, 19 RCS Grade 5, criteria 5, 6, 8, 9, 15, 16, 19, 20
understand explicit meanings and recognize some implicit meanings	RCS Grade 4, criteria 3, 4, 6, 8, 9, 13, 14, 15, 17, 21, 23, 25, 30, 31, 32 RCS Grade 5, criteria 3, 4, 5, 6, 7, 10, 11, 14, 17, 20, 21
explain opinions about what they read	RCS Grade 4, criteria 6, 7, 8, 9, 11, 12, 13, 15, 17, 19, 21, 22, 23, 24, 25, 29, 30, 32 RCS Grade 5, criteria 4, 5, 6, 7, 9, 12, 14, 16, 18, 20, 21

## Northern Ireland Curriculum: Level 5 Reading

Engaging with a range of texts of varying lengths for a variety of purposes, including texts written for a wider audience, pupils can:	Reading Criterion Scale link
show understanding by identifying and summarizing information, ideas and details	RCS Grade 5, criteria 3, 5, 6, 7, 11, 19
select and manage information from a range of sources	RCS Grade 5, criteria 3, 11, 18, 19, 20
describe language, structure and presentation	RCS Grade 5, criteria 1, 8, 9, 14, 15, 16, 17, 19, 20
understand some implicit meanings and attitudes	RCS Grade 5, criteria 4, 5, 6, 7, 10, 14, 17, 20, 21
differentiate between fact and opinion	RCS Grade 4, criterion 11
make reference to text to support opinions and draw conclusions	RCS Grade 5, criteria 4, 5, 6, 7, 9, 12, 14, 16, 18, 20, 21



# The Reading Criterion Scale and the National Curriculum for Wales

## National Curriculum for Wales: Reception

Reading strategies	Reading Criterion Scale link
Choose reading materials including books	RCS Emergent Grade, criteria 4, 7
Recognize that words are constructed from phonemes (sounds) and that phonemes are represented by graphemes (written letters): – blend combinations of letters – segment combinations of letters	RCS Emergent Grade, criteria 14, 15, 17, 22
Read simple words such as consonant–vowel–consonant words	RCS Emergent Grade, criterion 16, 17
Read simple captions and texts recognizing high-frequency words	RCS Emergent Grade, criteria 5, 20, 22
Show an awareness of full stops when reading	RCS Grade 1, criteria 2, 12
Show an awareness of the difference between stories and information texts	RCS Emergent Grade, criterion 26 RCS Grade 1, criterion 10
Make meaning from visual features of the text, e.g. illustrations, photographs, diagrams and charts	RCS Emergent Grade, criterion 6, 26
Recognize and make meaning from words and pictures on-screen	RCS Emergent Grade, criterion 26
Comprehension	Reading Criterion Scale link
Retell familiar stories in a simple way	RCS Emergent Grade, criteria 8, 23, 24, 25
Identify information from a text using visual features and words	RCS Emergent Grade, criteria 8, 26
Relate information and ideas from a text to personal experience	RCS Grade 1, criterion 22
Response and analysis	Reading Criterion Scale link
Show an interest in books and other reading materials and respond to their content	RCS Emergent Grade, criteria 1, 7, 9, 10
Follow texts read to them and respond appropriately	RCS Emergent Grade, criteria 1, 7, 9, 10

## National Curriculum for Wales: Year 1

Reading strategies	Reading Criterion Scale link
Choose reading materials and explain what the text is about and why they like it	RCS Grade 1, criteria 8, 15, 17, 20, 23
Apply the following reading strategies with increasing independence: – phonic strategies to decode words – recognition of high-frequency words – context clues, e.g. prior knowledge – graphic and syntactic clues – self-correction, including re-reading and reading ahead	RCS Grade 1, criteria 1, 2, 3, 4, 6, 12, 13, 14, 18, 19, 25
Read suitable texts with accuracy and fluency	RCS Grade 1, criteria 6, 7, 12, 19, 25
Read aloud with attention to full stops and question marks	RCS Grade 1, criteria 2, 12 RCS Grade 2, criteria 3, 12, 22
Read aloud with expression, showing awareness of exclamation and speech marks	RCS Grade 1, criterion 12 RCS Grade 2, criterion 12
Identify simple text features such as titles and pictures to indicate what the text is about	RCS Grade 1, criteria 6, 7, 10, 11, 21
Look for clues in the text to understand information	RCS Grade 1, criteria 7, 8, 10, 11, 21, 25
Understand the meaning of visual features and link to text, e.g. illustrations, photographs, diagrams and charts	RCS Grade 1, criteria 6, 7, 10, 11
Identify words and pictures on-screen which are related to a topic	RCS does not distinguish between reading on paper and on-screen in this respect.
Comprehension	Reading Criterion Scale link
Retell events from a narrative in the right order	RCS Grade 1, criteria 9, 20
Identify information related to the subject of a text	RCS Grade 1, criteria 7, 8, 23
Recall details from information texts	RCS Grade 1, criteria 7, 8
Use personal experience to support understanding of texts	RCS Grade 1, criterion 22
Response and analysis	Reading Criterion Scale link
Express a view about information in a text	RCS Grade 1, criteria 8, 15
Explore language, information and events in texts	RCS Grade 1, criteria 7, 10, 17, 23, 24
Make links between texts read and other information about the topic	RCS Grade 2, criteria 10, 14, 15, 31

## National Curriculum for Wales: Year 2

Reading strategies	Reading Criterion Scale link
Choose reading materials independently, giving reasons for their choices	RCS Grade 2, criterion 5
Apply the following reading strategies with increasing independence to a range of familiar and unfamiliar texts: – phonic strategies – recognition of high-frequency words – context clues, e.g. prior knowledge – graphic and syntactic clues – self-correction, including re-reading and reading ahead	RCS Grade 2, criteria 1, 2, 3, 10, 11, 12, 14, 19, 20, 21, 22, 23, 27, 28
Read a range of suitable texts with increasing accuracy and fluency	RCS Grade 2, criteria 2, 10, 11, 22
Read aloud with attention to punctuation, including full stops, question, exclamation and speech marks, varying intonation, voice and pace	RCS Grade 2, criteria 3, 12, 22
Identify and use text features, e.g. titles, headings and pictures, to locate and understand specific information	RCS Grade 2, criteria 6, 13, 17, 18, 25, 29, 30, 31
Look for key words to find out what the text is about	RCS Grade 2, criteria 6, 13, 25
Use the different features of texts to make meaning, e.g. pictures, charts and layout	RCS Grade 2, criteria 17, 18, 28, 29, 30
Identify key words to search for information on-screen, and modify search words as necessary	RCS assumes children will read on-screen as well as on paper.
Comprehension	Reading Criterion Scale link
Recall and retell narratives and information from texts with some details	RCS Grade 2, criteria 4, 24
Identify information from a text accurately and sort into categories or headings	RCS Grade 2, criteria 6, 13, 25, 31
Explain relevant details from texts	RCS Grade 2, criteria 16, 23, 27
Draw upon relevant personal experience and prior knowledge to support understanding of texts	RCS Grade 2, criteria 7, 14, 28
Response and analysis	Reading Criterion Scale link
Express views about information and details in a text	RCS Grade 2, criteria 8, 15, 16, 26, 27, 29
Show understanding and express opinions about language, information and events in texts	RCS Grade 2, criteria 8, 15, 16, 26, 27, 29
Make links between texts read and new information about the topic	RCS Grade 2, criteria 14, 15, 31



Wilf character taken from  
*TreeTops Time Chronicles*



## National Curriculum for Wales: Year 3

Reading strategies	Reading Criterion Scale link
Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, root words, word families, syntax, text organization and prior knowledge of context	RCS Grade 2, criteria 1, 2, 10, 11, 14, 15, 17, 19, 20, 21, 23, 26, 28, 29 RCS Grade 3, criteria 1, 11, 15, 20
Read short information texts independently with concentration	RCS Grade 2, criteria 6, 9, 13, 17, 18, 29, 30, 31 RCS Grade 3, criteria 1, 18, 22
Read aloud using punctuation to aid expression	RCS Grade 2, criteria 3, 12, 22 RCS Grade 3, criteria 2, 21
Skim to gain an overview of a text, e.g. topic, purpose	RCS Grade 2, criterion 5 RCS Grade 3, criterion 22
Look for specific information in texts using contents, indexes, glossaries, dictionaries	RCS Grade 2, criteria 6, 13, 18, 25, 30, 31 RCS Grade 3, criterion 10
Use visual clues, e.g. illustrations, photographs, diagrams and charts, to enhance understanding	RCS Grade 2, criteria 5, 17, 29, 30 RCS Grade 3, criteria 18, 22
Identify different purposes of texts, e.g. to inform, instruct, explain	RCS Grade 2, criteria 9, 14, 15, 17 RCS Grade 3, criteria 5, 18, 19
Identify how texts are organized, e.g. lists, numbered points, diagrams with arrows, tables and bullet points	RCS Grade 2, criteria 13, 15, 17, 18, 29, 30 RCS Grade 3, criterion 18
Locate information on web pages using screen features, e.g. toolbars, side bars, headings, arrows	RCS assumes children will read on-screen as well as on paper.
Comprehension	Reading Criterion Scale link
Accurately identify the topic and main ideas of a text, e.g. by highlighting, using key words of the text	RCS Grade 2, criteria 6, 13, 24 RCS Grade 3, criteria 3, 4, 9, 22, 23
Deduce ideas and information by linking explicit statements, e.g. cause and effect	RCS Grade 2, criteria 16, 27 RCS Grade 3, criteria 13, 23, 27
Take an interest in information beyond their personal experience	RCS assumes that children will choose and read a wide range of non-fiction texts.
Response and analysis	Reading Criterion Scale link
Use information from texts in their discussion or writing	RCS Grade 2, criteria 6, 7, 13, 14, 15, 16, 25, 26, 27, 28, 29, 31 RCS Grade 3, criteria 3, 4, 5, 6, 9, 12, 13, 14, 16, 17, 24, 25, 29
Make links between what they read and what they already know and believe about the topic	RCS Grade 2, criteria 5, 7, 14, 31 RCS Grade 3, criteria 5, 7, 29
Make links between texts read and new information about the topic	RCS Grade 2, criteria 5, 7, 14, 31 RCS Grade 3, criteria 5, 29

Badlaw character taken from  
Project X *Alien Adventures*



## National Curriculum for Wales: Year 4

Reading strategies	Reading Criterion Scale link
Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, root words, word families, syntax, text organization and prior knowledge of context	RCS Grade 3, criteria 1, 11, 15, 20
Read texts, including those with few visual clues, independently with concentration	RCS Grade 3, criteria 1, 3, 4, 12, 13, 14, 16, 17, 18, 22, 23, 24, 25, 29
Use understanding of sentence structure and punctuation to make meaning	RCS Grade 3, criteria 2, 20, 21
Skim to gain the gist of a text or the main idea in a chapter	RCS Grade 3, criterion 3, 21, 22
Scan for specific information using a variety of features in texts, e.g. illustrations, key words	RCS Grade 3, criterion 3, 21, 22
Identify how texts differ in purpose, structure and layout	RCS Grade 3, criteria 7, 17, 18, 19, 26, 27, 28
Find information and ideas from web pages, using different search methods, considering which are the most efficient methods	RCS assumes children will read on-screen as well as on paper.
Comprehension	Reading Criterion Scale link
Accurately identify the main points and supporting information in texts	RCS Grade 3, criteria 3, 4, 9, 11, 22, 23, 24
Deduce connections between information, e.g. sequence, importance	RCS Grade 3, criteria 4, 5, 7, 13, 23, 27
Explore information and ideas beyond their personal experience	RCS assumes that children will choose and read a wide range of texts, including those giving information beyond their experience.
Response and analysis	Reading Criterion Scale link
Select and use information and ideas from texts	RCS Grade 3, criteria 3, 4, 5, 6, 9, 12, 13, 14, 16, 17, 24, 25, 29
Understand how something can be represented in different ways, e.g. moving image, multi-modal and print	RCS assumes children will have access to a wide range of media and content

## National Curriculum for Wales: Year 5

Reading strategies	Reading Criterion Scale link
Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, root words, word families, syntax, text organization and prior knowledge of context	RCS Grade 4, criteria 1, 5, 27
Read extended texts independently for sustained periods	RCS Grade 4, criteria 1, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 17, 21, 22, 23, 25, 30, 32
Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences	RCS Grade 4, criteria 12, 13, 20, 27
Use a range of strategies for skimming, e.g. finding key words, phrases, gist, main ideas, themes	RCS Grade 4, criteria 2, 3, 14
Scan to find specific details using graphic and textual organizers, e.g. sub-headings, diagrams	RCS Grade 4, criteria 2, 3, 19, 30
Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality	RCS Grade 4, criteria 3, 10, 14, 16, 19
Use information from trusted sources, on-screen and on paper, selecting and downloading as necessary	RCS assumes children will read and use on-screen information as well as printed information.
Comprehension	Reading Criterion Scale link
Show understanding of main ideas and significant details in texts, e.g. mindmapping showing hierarchy of ideas, flowchart identifying a process	RCS Grade 4, criteria 2, 3, 4, 14, 30, 32
Infer meaning which is not explicitly stated, e.g. what happens next? why did he/she do that?	RCS Grade 4, criteria 6, 8, 9, 17, 22, 23, 25, 30
Identify and explore ideas and information that interest them	RCS assumes that children will choose and read a wide range of texts
Response and analysis	Reading Criterion Scale link
Gather and organize information and ideas from different sources	RCS Grade 4, criteria 3, 9, 14, 15, 18, 19
Identify what the writer thinks about the topic, e.g. admires a historical figure, only interested in facts	RCS Grade 4, criteria 11, 17, 21, 25



## National Curriculum for Wales: Year 6

Reading strategies	Reading Criterion Scale link
Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, root words, word families, syntax, text organization and prior knowledge of context	RCS Grade 4, criteria 1, 5, 27 RCS Grade 5, criteria 1, 2,
Read complex texts independently for sustained periods	RCS Grade 4, criteria 1, 3, 4, 5, 6, 7, 8, 9, 10, 14, 15, 17, 21, 22, 23, 25, 30, 32 RCS Grade 5, criteria 4, 5, 6, 7, 8, 10, 11, 14, 18, 20, 21
Understand how punctuation can vary and so affect sentence structure and meaning, e.g. <i>I had chocolate(,) cake and cheese for tea.</i>	RCS Grade 4, criterion 27 RCS Grade 5, criterion 2
Use a range of strategies for finding information, e.g. skimming for gist, scanning for detail	RCS Grade 4, criteria 2, 3, 14, 30 RCS Grade 5, criteria 3, 11
Read closely, annotating for specific purposes	RCS Grade 4, criteria 3, 4, 12, 14, 15, 17, 25, 30, 32 RCS Grade 5, criteria 4, 7, 10, 11, 18, 20
Identify features of texts, e.g. introduction to topic, sequence, illustrations, degree of formality	RCS Grade 4, criteria 3, 10, 14, 16, 19 RCS Grade 5, criteria 8, 19
Use internet sources carefully, deciding which sources to read and believe	RCS assumes children will read and evaluate on-screen information as well as printed information.
Comprehension	Reading Criterion Scale link
Show understanding of main ideas and significant details in different texts on the same topic	RCS Grade 4, criteria 13, 14, 15, 18, 19, 32 RCS Grade 5, criteria 3, 4, 11, 18, 19, 20
Infer ideas which are not explicitly stated, e.g. writers' viewpoints or attitudes	RCS Grade 4, criteria 11, 17, 21, 25 RCS Grade 5, criteria 5, 6, 10, 14, 17, 20, 21
Identify ideas and information that interest them to develop further understanding	RCS assumes that children will choose, read and explore a wide range of texts.
Response and analysis	Reading Criterion Scale link
Collate and make connections, e.g. prioritizing, categorizing, between information and ideas from different sources	RCS Grade 4, criteria 3, 9, 14, 15, 18, 19 RCS Grade 5, criteria 3, 11, 19
Distinguish between facts, theories and opinions	RCS Grade 4, criterion 11
Compare the viewpoint of different writers on the same topic, e.g. rats are fascinating or a menace	RCS Grade 5, criteria 5, 6
Consider whether a text is effective in conveying information and ideas	RCS Grade 4, criteria 19, 24, 25, 28, 29 RCS Grade 5, criteria 4, 9, 12, 13, 16, 19



Dr X taken from  
Project X Origins