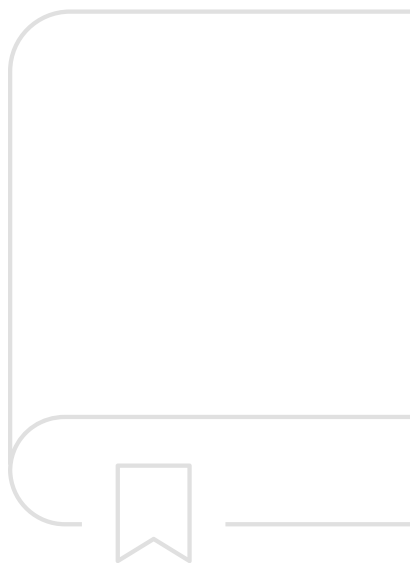




PAT Reading

Strands and achievement
band descriptions



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PAT Reading strands

Decode

Reading comprehension and decoding

Reading comprehension is the competency that is required to extract meaning from visually presented material, most commonly text. Proficiency in reading comprehension, therefore, involves both understanding language (comprehension) and understanding the symbolic representation of language as written text (decoding).

The three early reading skills of phonological awareness, phonics and fluency are considered together as decoding. Simple concepts of print have also been included in this scale. The way decoding skills develop, and the time it takes to master decoding, vary greatly among languages. Emerging decoding skills support reading simple texts.

It is not possible to begin reading texts independently with understanding until decoding has been mastered to the point of automaticity and fluency, but decoding with automaticity and fluency does not, in itself, ensure understanding.

Decoding skills

Decoding describes the abilities that enable readers of English to initially distinguish and manipulate sounds in words, to link letters and groups of letters to sounds, and eventually to read text fluently with appropriate speed, pauses, volume and pronunciation.

Decoding also involves the awareness of concepts of print; that is, the knowledge and understanding of how texts work, what to read, in what order and in what direction, and knowledge of very basic elements of punctuation.

Retrieve

Retrieving directly stated information requires students to locate and understand one or more discrete pieces of explicitly stated information in the text. The focus is on finding and recognising the meaning of a piece of information rather than on understanding how this information might fit into the larger meaning of the text.

The extent to which students understand the meaning of a piece of information is usually assessed by their capacity to put this information into their own words

or recognise a reworded version of the information.

The skills students use in retrieving directly stated information underpin the skills of interpreting explicit information and interpreting implied information, as students have to first locate the relevant information in order to interpret it and they need to find the relevant clues or evidence on which to base their inference.

Interpret explicit

Interpreting explicit information requires students to locate and interpret explicitly stated information. Students may need to interpret the meaning of a phrase, summarise information or make links or connections between pieces of information.

Interpreting explicit information tends to focus on the meaning of the whole text, or a paragraph or section of the text, and the way ideas are connected and related as distinct from retrieving information which focuses on the location and understanding of discrete pieces of information.

Interpret implied

Interpreting implied information requires students to recognise an idea that is suggested or implied by the text but is not explicitly stated. Students often need to combine information from scattered clues to infer the meaning.

The focus is on understanding what the clues or evidence in the text implies. Generalisations about all or part of the text and ideas that underpin the text, but are not explicitly stated, are also classified as interpreting implied information.

For example, the main idea of a text may not be explicit in a heading or in the opening sentences, so students may need to gather clues and hints to work this out.

Generalising about the key attributes of a character across an extended piece of text and making judgments to differentiate details from key qualities, when these are not explicitly identified, also requires students to make inferences based on evidence in the text.

The skills students use when retrieving directly stated information are also required for interpreting implied information, as students have to locate the relevant clues before they can interpret them. Students may also have to interpret explicit information as part of the evidence that supports an inference.

Reflect

Reflecting on the form or content of the text requires students to bring some external knowledge to the text. Reflecting on the form of the text is about the technical features of the text. It is concerned with structure and linguistic features, including stylistic devices and print conventions. Students need prior knowledge in order to name them. They also need to know what relevant criteria might be if they are required to evaluate them.

Reflecting on the content of the text is about the meaning of the text. Students may be required to evaluate the quality of an argument or its bias, the coherence of a plot, the plausibility of a character's actions or anything else concerned with reflecting on the meaning of the text.

Students need to know the relevant criteria or appropriate personal values to use in evaluating the content of the text.

Reflecting questions in PAT

The reflecting questions in PAT Reading are mainly about reflecting on the form.

Reflecting on the content is usually about students' personal evaluations of the text or opinions about the efficacy of the writer's craft where students provide evidence from the text to support their evaluations of a text.

It is not possible to assess reasons for personal evaluations of a text in the multiple-choice format of PAT Reading.

Students are asked to make and justify evaluations of texts in the teaching and learning activities because this is an important component of reflecting on texts.

Using achievement bands

While a scale score indicates a student's achievement level and can be used to quantitatively track a student's growth, it is only in understanding what the number represents that teachers can successfully inform their practice to support student learning. For this reason, the PAT scale has been divided into achievement bands that include written descriptions of what students are typically able to do at that band (band description).

Students in the same achievement band are operating at approximately the same achievement level within a learning area regardless of their school year level. Viewing student achievement in terms of achievement bands may assist in grouping students of similar abilities. A student scoring in a particular band can be expected to have some proficiency in that band and be progressively more proficient with the Reading knowledge, skills, and understanding outlined in lower bands.

A PAT Reading scale score of 110 could be considered to be at the upper end of achievement band 100–109 or at the lower end of achievement band 110–119. In cases like these, it is important to reference the descriptions of both achievement bands to understand the student's abilities.

PAT Reading achievement bands

150 and above

Decode

Decoding is not described at this band as students have already developed sufficient fluency (automatic and accurate decoding) to focus on comprehension of the text.

Retrieve

Students are consolidating their skills in retrieving multiple pieces of complex information in texts with highly unfamiliar and/or technical content. These multiple retrievals may be dispersed across a difficult lengthy text or a text that has several different components.

They can deal with locating concepts that are deeply embedded among strongly competing information, and often outside the main body of the text.

They identify key language and can manage complex rephrasing in the retrieval of relevant information, which they further use to identify the relationship between similar ideas.

They show some capability in putting complex information together with accuracy and precision from texts that are highly challenging, which may require making inferences about the relevance of the content.

They also show some ability towards applying information to different contexts and textual formats in order to clarify, simplify or enhance understanding of difficult concepts.

Interpret explicit

Students are consolidating their skills in interpreting explicitly stated information in texts where ideas are unfamiliar or abstract, and the language is highly technical or nuanced. They demonstrate a clear understanding of these texts by negotiating multiple references, often between highly complex technical information or data and the supporting text.

They make links that may be particularly challenging due to a multiplicity of text types, dense language and/or complexity of ideas.

They are familiar with a variety of techniques for interpreting difficult language, and can use these techniques to recognise the difference between a main idea and a supporting detail in texts where the ideas are delivered with subtlety.

Interpret implied

Students are consolidating their skills in making nuanced and subtle inferences from complex texts. This includes identifying characters' feelings where language may be complex and only subtle contextual clues are provided.

They can identify the main idea of a text where there is a great deal of distracting information, and where a prominent, deeply embedded idea can only be recognised from a knowledge of the subtle use of literary devices, such as repetition and tone.

They can synthesise information across texts with dense, unfamiliar concepts and complex language to recognise an argument that is only implicitly communicated. This includes identifying subtle perspectives that assists in demonstrating a full and detailed comprehension of a text.

Reflect

Students are able to reflect on a wide variety of complex texts, in particular texts with diagrammatical representations of unfamiliar and/or technical ideas. They are able to critically evaluate these texts using sophisticated understanding from beyond the text.

They can hypothesise about the complex ideas evident in these texts, and use these hypotheses to extend or deepen their understanding of a particular topic.

They can also demonstrate their understanding of a topic by applying it to different contexts, and are able to deal with information that undermines their expectations.

140–149

Decode

Decoding is not described at this band, or higher bands, as students have already developed sufficient fluency (automatic and accurate decoding) to focus on comprehension of the text.

Retrieve

Students are consolidating their skills in retrieving information from a variety of complex texts. This includes retrieving multiple pieces of information from across different text types where minor inferences may need to be made to determine what information is relevant.

Students are also learning to navigate their way across lengthy and/or complex texts where there are multiple references to the same topic. The information required may be embedded in unfamiliar content, or in a context that differs from the idea or topic being sought. There may also be a large amount of competing information.

Students are improving their understanding of complex maps, diagrams and tables to retrieve information that is often unfamiliar and technical in nature.

Interpret explicit

Students are interpreting explicit information in a wide variety of texts, which may contain complex language and structures, unfamiliar themes, and/or technical content.

They are able to decipher the meaning of complex words and phrases from the surrounding context, as well as determine the likely meaning of technical language by using their personal understanding to make logical deductions.

They are consolidating their skills in making multiple links across a lengthy narrative, persuasive or information text to interpret an idea, and are beginning to make more difficult connections between different text types, such as a diagram or table and the text that supports it.

They are able to recognise the relationship between ideas, in particular to identify when an idea supports or contradicts an overarching concept in a text.

Interpret implied

Students are consolidating their skills in interpreting implied information in a variety of texts that are complex in different ways. In these texts, they are able to synthesise information to interpret the subtle actions or behaviour of a character, or to recognise an underlying motive from understated clues.

They are also relating ideas across a text to make sense of an argument where the main idea is not explicitly stated. They are able to make inferences from examples and supporting details in order to enhance their understanding of an overarching idea.

Students are interpreting complex descriptions and phrases using both personal understanding and contextual support.

They are beginning to make sense of different types of punctuation in context used in less conventional ways, such as to undermine or emphasise meaning.

Reflect

Students are consolidating their skills in reflecting on a variety of different textual formats.

They recognise the advantages and disadvantages of communicating information in different ways, and are able to produce texts with knowledge of the devices and techniques required to make a particular text format successful.

They recognise the use of subtle authorial devices for communicating ideas and creating particular tones and attitudes.

They can also draw on less common knowledge to evaluate a text and deal with increasing levels of text complexity, which involves making comparisons across different text types.

130–139

Decode

Decoding is not described at this band, or higher bands, as students have already developed sufficient fluency (automatic and accurate decoding) to focus on comprehension of the text.

Retrieve

Students are developing an expanded vocabulary of less familiar words and idiomatic expressions, which allows them to recognise rewording and rephrasing in a wide range of contexts including texts with some difficult or abstract ideas.

They are developing their ability to make fine distinctions between words with similar meanings and to read closely to distinguish differences between similar information.

They are also learning to deal with highly competing information in complex texts.

Interpret explicit

Students are consolidating their skills in interpreting explicitly stated information, where there is complexity in language and structure.

They are learning to make comparisons between texts that are stylistically different, where the language could be conversational in one and formal or technical in the other. They are learning to identify where one idea is a generalised, summarised or otherwise altered version of another. In particular, they are learning to simplify ideas that contain difficult vocabulary.

Students are also becoming increasingly skilled at interpreting the actions of characters in the context of a story, where descriptions are dense or there is some figurative language.

They are learning to interpret non-linear narrative timelines and to sequence events that are communicated in an unconventional or unexpected way.

They are developing their ability to integrate information across sections of a text containing complicated maps, graphs, tables and footnotes.

Interpret implied

Students are consolidating their skills in interpreting implied information in contexts of some complexity. The evidence available to support an inference may be slim and the clues subtle. Students are improving their ability to read closely and carefully to discard inferences that are highly plausible, but not actually supported by evidence in the text.

They are still developing their skills in interpreting figurative language.

They are learning to identify relevant clues when they are dealing with multiple characters, contrasting and changing points of view, and unexpected responses.

They are developing their skills in reading on when events are not clear, looking for clues that will help them understand prior events and they are learning not to be put off by an unfamiliar style or difficult ideas.

Reflect

Students are consolidating their skills in identifying subtle differences in the purposes of different parts of a text, such as differentiating an extended, detailed example from the overarching topic.

They are learning to recognise the conventions that signal a scientific name even when this is a familiar word.

The skills they demonstrate may have several layers of complexity, such as drawing on everyday knowledge of stereotypes to identify an abstract theme that is common across several texts in the presence of highly competing information.

120–129

Decode

Decoding is not described at this band, or higher bands, as students have already developed sufficient fluency (automatic and accurate decoding) to focus on comprehension of the text.

Retrieve

Students are expanding their vocabulary and beginning to recognise rewordings of the same idea that use less familiar words and phrases.

They are developing their ability to scan and locate information when there is some strongly competing information or other complexities, such as unfamiliar ideas or displays of statistical data.

They are learning to read closely to differentiate between similar ideas in short, dense sections of text.

Interpret explicit

Students are consolidating their skills in interpreting explicitly stated information when there is some complex language and conflicting arguments. They are learning to interpret ideas and information when texts coincide, differ and diverge from each other and have different styles and tone.

They are becoming increasingly skilled at making links where the information is not prominent or is given in a context that is unexpected or difficult to interpret, such as tables and graphs.

Students are learning to interpret complex sentences, informal and unfamiliar language, and ambiguous phrases when making links across a text. They are beginning to recognise rephrasing of difficult ideas and to identify when one idea is an unreasonable, exaggerated or misinterpreted account of another idea.

Backtracking is also a more developed skill at this level, as students backtrack two or three times across paragraphs to account for specific pieces of information that may be indirectly stated.

They are also identifying the way in which paragraphs help to organise ideas in more difficult texts.

Interpret implied

Students are consolidating their skills in interpreting implied information when clues are scattered among competing information and some careful reasoning is required. They are improving their capacity to read closely and track references across paragraphs so that their inferences are based on a sound understanding of the evidence.

They are learning to manage some complexity in the contrasts within a text, such as separating different perspectives, recognising different timeframes and being aware of diverse responses from different characters.

They are becoming more skilled in using tone to support inferences.

They are consolidating their skills in identifying which inference best matches the evidence in the text and they are learning to discount inferences that may appear plausible but are not supported by the text.

Reflect

Students are consolidating their knowledge of a broad range of text conventions.

They are developing their capacity to reflect on the form of texts, such as differentiating the purposes of labels and symbols on a diagram.

They are learning to recognise some of the more subtle persuasive devices used in advertisements, as well as recognising the impact of narrative devices, such as impersonal references to a character.

They are developing their skills in applying everyday knowledge to logically deduce practical applications of information given in the text.

110–119

Decode

Decoding is not described at this band, or higher bands, as students have already developed sufficient fluency (automatic and accurate decoding) to focus on comprehension of the text.

Retrieve

Students are improving their capacity to recognise reworded information, including when the information is unexpected or they need to deal with conditional statements.

They are becoming more skilled in tracking pronoun and noun references when texts are quite dense and information is unfamiliar. They are more likely to be successful at this level if the information is at the start of the text.

They are learning to use simple keys and footnotes, as well as being able to scan and locate information that is not near a matched key word.

They are developing their capacity to read carefully and identify the correct information when there is some moderately competing information.

Interpret explicit

Students are consolidating their skills in interpreting explicitly stated information when they also have to negotiate some other complexities. For example, there may be competing information, overlapping timelines or different sections in the text and ideas may need to be linked across paragraphs.

They are improving their skills in differentiating key ideas from details, understanding how paragraphs help to organise ideas and using contextual clues to work out the meaning of some unfamiliar vocabulary.

They are learning to read closely and paying careful attention to conjunctions in complex sentences. Reading on and backtracking are other strategies they are consolidating in dealing with information that may not be clear at first.

Interpret implied

Students are consolidating their skills in making inferences when they have to deal with some competing information. They are learning to select relevant clues or evidence and to recognise when they need to read closely and carefully.

They are beginning to distinguish between implied overarching ideas and explicit details.

They are learning how to recognise tone as a source of evidence for inferences and to reason carefully in selecting the most likely prediction.

Reflect

Students are consolidating their skills in recognising the purpose of familiar print conventions, such as stars used for rating purposes.

They are learning to recognise familiar styles of language, text layout and purpose in order to identify familiar text types, such as instructions and warnings.

They are learning to think outside the text and apply familiar everyday knowledge to logically identify a flaw in an idea discussed in the text.

They are also developing their skills in identifying the moral of a story when this is unexpected.

100–109

Decode

Decoding is not described at this band, or higher bands, as students have already developed sufficient fluency (automatic and accurate decoding) to focus on comprehension of the text.

Retrieve

Students are beginning to develop their skills in locating reworded information by matching phrases and single words with a similar meaning.

The skills they can demonstrate are more complex than simple direct matching between words in the text and the question. They are becoming more skilled in scanning across texts to locate reasonably prominent information, especially when the text has sub-headings.

They are learning how to use some familiar structural conventions to help them to retrieve information such as definitions and keys for simple graphs.

Students are also learning how to read short texts closely to identify the correct information when there is some low-level competing information in the text.

Interpret explicit

Students are consolidating their skills in combining and interpreting prominent pieces of information across the text to identify key ideas.

They are learning to recognise rewording and rephrasing of familiar ideas where they may have to deal with some competing information or use contextual clues to work out the meaning of a less familiar word. They are developing their skills in linking or combining information across sections of a text and between diagrams and instructions dealing with some competing information.

They are learning to order brief sequences when some of the ideas are unfamiliar and make simple generalisations when there is some moderately competing information or unfamiliar vocabulary.

Interpret implied

Students are consolidating their skills in using multiple, scattered clues to infer the connection between events that are separated by one or two sentences. They are learning to infer attitudes based on a character's actions alone and to infer main ideas when clues are scattered and there is some competing information.

They are developing their ability to make plausible predictions based on clues in the text and their everyday knowledge.

Reflect

Students are consolidating their skills in using everyday knowledge, as well as multiple prominent clues in the headings and illustrations to identify text types and the likely authors or source of texts.

90–99

Decode

Decoding is not described at this band, or higher bands, as students have already developed sufficient fluency (automatic and accurate decoding) to focus on comprehension of the text.

Retrieve

Students are mainly consolidating their skills in directly matching words in the question to words in the text in order to locate information nearby. They can match words across a short text.

They are also beginning to recognise a simple rewording of a familiar idea that also uses familiar vocabulary.

They are learning to manage some competing information when the information is in a prominent position, such as the start of the text.

Interpret explicit

Students are consolidating their skills in recognising simple rewordings of familiar ideas. They are learning to compare prominent, familiar ideas to match one against a given criterion.

They are developing their skills in linking information within sentences and across adjacent sentences, and learning to make simple generalisations based on prominent pieces of information when there is little competing information.

Interpret implied

Students are consolidating their skills in making simple inferences about familiar situations when clues are prominent.

They are learning to infer the connection between adjacent events and to use their everyday knowledge to infer simple explanations for familiar events and predict likely outcomes.

Reflect

Students are consolidating their skills in identifying simple, familiar text types when clues are prominent and there is little competing information.

They are also learning to identify where facts are provided in a text as opposed to instructions, warnings or a story.

They are developing their skills in recognising words that sound the same as their meaning (onomatopoeia).

80–89

Decode

Students are able to read a wide range of texts fluently.

Retrieve

Students are learning to make simple, direct matches between key words in the question and the text to locate information when there are no other instances of the key word. They are still learning to retrieve prominent information that is mainly located at the beginning or the end of the text.

They are developing their skills in matching and locating information in simple tables.

Interpret explicit

Students are consolidating their skills in tracking simple references across a few words within or between adjacent sentences. In these cases, there is minimal competing information and ideas are familiar.

Students are learning to recognise synonyms and rewording of phrases for highly familiar words and ideas.

They are also developing their skills in directly matching words from the question or the key to the text in order to locate the relevant section of the text, and then making very simple interpretations when ideas are slightly reworded.

Interpret implied

Students are consolidating their skills in making simple inferences that are mainly about a character's attitude when there are multiple clues, the attitude is familiar and there is little competing information. They are also learning to infer a main idea when there are prominent clues repeated throughout the text.

Students can give oral responses to oral questions about practice texts making inferences based on personal understanding of the situation (for example, identifying an act as helpful) and inferring a main idea when there are prominent clues and extensive, supportive illustrations.

Listening to authentic texts: students can orally infer two key ideas suggested by a series of images and recognise where a character is imagining an event in the presence of competing information in a text that is read to them.

Reflect

Students can give oral responses to oral questions about practice texts they have read.

They can make simple judgements about behaviour or obvious predictions about the implications of an action, especially when supported by a well-illustrated text.

They can identify the purpose of familiar text types, such as instructions with prominent clues.

Listening to authentic texts: students can orally identify the way the story ends as a message to the reader in a text that is read to them.

70–79

Decode

Phonics and phonemes

Students can distinguish all the phonemes in phonetically regular, three- or four-syllable words. They can produce new words or sound combinations by deleting or substituting phonemes in the middle of words.

These students can read aloud texts with a wide range of phonetically regular words and high-frequency, irregular (sight) words.

When reading, they consistently group words into meaningful clusters and use volume, tone, pace and expression to support meaning.

Retrieve

Students are learning to make direct matches to retrieve very simple pieces of information. They are generally retrieving from short, simple texts or from longer texts with highly familiar content where the information is prominent.

They are developing their ability to read closely to find specific information and to scan for specific words.

Listening to authentic illustrated texts: students can orally identify several relevant details for most key events, ideas or substantial characters in a text that is read to them.

Interpret explicit

Students are learning to make simple connections between ideas in texts with highly familiar content. These ideas are usually, but not necessarily, adjacent to each other in the text. In narratives, the connections will commonly involve linking an event to a character's response.

Students can also recognise very simple rewordings between a question and its answer in a text.

They are still commonly working with texts that have illustrative support.

Listening to authentic texts: students can orally link multiple pieces of evidence to orally explain events in a text that is read to them.

Interpret implied

Students can give oral responses to oral questions about practice texts using extensive support provided through the illustrations to generalise about the attributes of a character, or a group of characters, to infer the likelihood of an event when this is obvious, and to identify the moral of a story when clues are prominent.

Listening to authentic texts: students can orally infer an attribute of a character based on their behaviour in a text that is read to them.

Reflect

Students can give oral responses to oral questions about practice texts they have read.

They can use extensive support provided through the illustrations to discriminate between obvious realistic or imaginative elements of a story.

Listening to authentic texts: students can orally recognise simple conventions in the use of illustrations, such as recognising that multiple images reinforce a key idea that is repeated, in a text that is read to them.

60–69

Decode

Phonics and phonemes

Students can identify all the phonemes in phonetically regular words of five or six letters with common blends.

They can blend phonemes in words with five or six letters.

These students can produce new words, or sound combinations, by deleting or substituting phonemes at the end of words and generate multiple words that all rhyme with a given word.

They can read aloud short texts with a wide range of phonetically regular words and some familiar, irregular (sight) words.

When reading aloud, they mainly group words into meaningful clusters and use an appropriate volume and pace.

These students can read familiar words where different letter combinations produce the same sound, for example, chair, dare, pear, where and their.

Retrieve

Students are able to locate very simple details in a short, highly familiar text with illustrative support.

They can locate prominent information using a direct word match when events are clearly sequenced and sentence structure is simple. The required word may appear more than once in the text, but a retrieval will be helped with illustrations.

Listening to authentic illustrated texts: students can orally identify a relevant detail for most key events, ideas or substantial characters in a text that is read to them.

Interpret explicit

Students are able to make simple connections in a short, highly familiar text with illustrative support.

They can link straightforward events when the text is clearly sequenced, the sentence structure is simple and there is no competing information. These links are commonly supported by illustrations.

Students can give oral responses to oral questions about simple, practice texts including identifying the main idea or main problem, giving a reason for an event and identifying evidence to illustrate a character's attitude when extensive support is provided through illustrations.

Listening to authentic texts: students can orally explain a character's problem in a text that is read to them.

Interpret implied

Students can give oral responses to oral questions about practice texts linking the text and illustrations to make simple inferences about what characters are thinking or feeling and what has caused this when clues are prominent.

They can infer the reason for a character's actions when extensive support is provided through illustrations.

Listening to authentic texts: students can orally link the text and illustrations to make an inference about a character's awareness of an event when clues are subtle and infer the message or lesson of a story in a text that is read to them.

Reflect

Students can give oral responses to oral questions about practice texts they have read.

They can recognise the purpose of capitalised letters within a text about a conversation as referring to raised voices or shouting.

They can orally express simple opinions about a character when extensive support is provided through illustrations and they can recognise a familiar text type, such as a recipe.

Listening to authentic texts: students can orally explain familiar perspectives in illustrations, such as interpreting an overhead view as indicating the character is looking down, in a text that is read to them.

50–59

Decode

Phonics and phonemes

Students can identify all the phonemes in phonetically regular, consonant, vowel, consonant (CVC) words and blend phonemes to produce regular, CVC words.

They can generate a word that rhymes with a given word.

These students can read aloud lists and simple sentences consisting of familiar high-frequency words, including phonetically regular, short words and non-words and some common irregular words.

They can give a sound for all the letters in the alphabet, can recognise long and short vowel sounds, and can give sounds for digraphs, for example, sh, th and ch.

Retrieve

Students are able to recognise and match familiar word labels with related objects in illustrations where there is some competing information, such as labels having some common letters.

They can recognise and match familiar words in a written question to the identical words in a short text and locate information adjacent to the matched word, including locating information in a compound sentence.

Listening to authentic illustrated texts: students can orally identify a few relevant details about a main character or about a key event or idea in a text that is read to them.

Interpret explicit

Students are able to give oral responses to oral questions about the main ideas in simple, practice texts when the meaning is largely explicit in the illustrations and the text content and structure are familiar.

Listening to authentic texts: students can orally generalise about a character's behaviour, identify two key aspects of an event, explain how a problem is resolved and explain a prominent, but unusual, detail in a text that is read to them.

Interpret implied

Listening to authentic texts: students can orally make simple inferences about a character's likely thoughts or feelings, or the reason for their response by linking information in the text and the illustrations in a text that is read to them.

Reflect

Listening to authentic texts: students can give an oral reason to support a simple, personal opinion about a character's actions or the outcome of the story in a text that is read to them.

40–49

Decode

Phonics and phonemes

Students can distinguish many first sounds, including similar sounds, and they can also distinguish some distinctive end sounds in words, including identifying words with obvious rhymes.

They can blend onset and rime.

These students can read aloud a short list of familiar, high-frequency words.

They can name all the letters in the alphabet in upper case and lower case.

Print – conventions and environmental

Students understand the directionality of print.

They can recognise a few isolated words, including prominent, familiar environmental print with distinctive graphics where context and other clues support the meaning.

Retrieve

Students are able to recognise and match familiar word labels with related objects in illustrations where there is minimal competing information, such as labels having no letters in common.

They can recognise and match familiar words in a written question to the identical words in a short text and locate information adjacent to the matched word in a simple sentence with support from illustrations.

Listening to authentic illustrated texts: students can orally identify prominent pieces of information from across the text, such as information that is dramatic or repeated.

Interpret explicit

Students are able to give oral responses to oral questions about most pieces of prominent information that are also supported by illustrations, in simple practice texts.

Listening to authentic texts: students can orally sequence three events, identify a character's actions, and identify a similarity between events at the beginning and end of the story when clues are prominent in a text that is read to them.

Interpret implied

Listening to authentic texts: students can orally make simple inferences, such as predicting outcomes and identifying characters' feelings, when these ideas are not supported by the illustrations and can give a reason to support a predication about the likely relationship between two characters in the future when clues are prominent in a text that is read to them.

Reflect

Listening to authentic texts: students can orally give a simple reason to support the likelihood of events in a story really happening, they can interpret familiar visual conventions and clues, such as explaining the purpose of thought bubbles, and they can identify an unusual location from details in a picture in a text that is read to them.

39 and below

Students achieving a scale score of 39 or below have not successfully responded to enough questions to precisely describe their reading ability.

The following are general indicators of the abilities and skills that students at this level typically possess.

Decode

Phonics and phonemes

Students are developing their knowledge of letters and sounds in words.

They can give the name and sound for some common letters and match some common letters in upper and lower case.

They can say the initial sound in simple CVC (consonant, vowel, consonant) words and have a developing understanding of phonological strategies including breaking words into smaller units of sound, such as syllables.

Earlier skills

Students are beginning to recognise and distinguish distinct, intentionally stressed sounds in words, such as identifying the s sound in the word sand when an adult intentionally stresses the initial sound.

They can name the first letter of their name, where this is a distinctive sound.

They are starting to become aware of sounds in words through singing familiar rhymes that focus on end-sounds and participating in clapping games that focus on syllables in words.

Print – conventions and environmental

Students can distinguish between the text and illustrations in a story.

They understand the difference between a word and a letter and can recognise a few familiar signs or labels that are prominent in their environment (for example, their name or a stop sign).

Earlier skills

Students begin to notice written text in their environment and to realise that it 'says something'.

Students have a developing understanding of books, they can turn the pages and show the front and back of a book.

Retrieve, interpret, and reflect

Students listen to illustrated texts that are meaningful and engaging (authentic, high quality children's books) and orally respond to questions about the meaning of the story that was read to them.

They can identify key information such as the last or first event in a story. They can identify the main ideas of simple and repetitive illustrated texts and make simple inferences, such as how the character is feeling or the reason for a key event.

They can also talk about the story relating it to their own experiences and sharing what they liked or did not like about the text.

Earlier skills

Students listen to short, simple, illustrated texts about familiar topics and orally identify prominent information that is repeated several times and well supported by the illustrations, such as identifying the main character or the main idea in a story.

They can relate familiar aspects of stories back to their own experiences.