

CLPE Reading Scale 1 Ages 6-8 years

Level	Description	Explanation	NC level
Beginner reader 1	Does not have enough successful strategies for tackling print independently. Relies on having another person read the text aloud. May still be unaware that text carries meaning.	<i>The main feature of level 1 is that readers are not yet able to access print independently. This may encompass a wide range of readers. Although a very small minority of readers may be unaware that the text carries meaning, most will be able to talk their way through a known book, drawing on picture cues and patterns of language remembered from hearing the book read aloud. Some children will be engaging with other kinds of texts, eg print around them, TV and computer texts. They will probably have established directionality and may have a core of known words.</i>	1
Non-fluent reader 2	Tackling known and predictable texts with growing confidence but still needing support with new and unfamiliar ones. Growing ability to predict meanings and develop strategies to check predictions against other cues such as the illustrations and the print itself.	<i>Children within this level are at an important transition from dependence on memory or on reading alongside an adult, to a growing independence in reading texts that are familiar but not known by heart. Familiarity with a text provides a supportive framework of meanings and language patterns from which a child can draw, while beginning to focus more closely on print. The opportunity to re-visit texts is therefore particularly important in helping children to develop a wider range of reading strategies. There needs to be evidence that a child is beginning to show one-to-one correspondence, to use more than one cueing system, and is cross-checking one cue against another. Children will be beginning to self-correct.</i>	2c
Moderately fluent reader 3	Well-launched on reading but still needing to return to a familiar range of texts. At the same time beginning to explore new kinds of texts independently. Beginning to read silently.	<i>Children within this level are developing in confidence in tackling new kinds of texts independently, are using a full range of cueing systems and are self-correcting. They are showing evidence of growing enthusiasm for a wider range of reading material, which may include information books, longer picture books and possibly short chapter books. They are likely to move between familiar and unfamiliar texts in their reading choices and to respond personally to their reading. They are beginning to read silently.</i>	2b-a
Fluent reader 4	A capable reader who now approaches familiar texts with confidence but still needs support with unfamiliar materials. Beginning to draw inferences from books and stories read independently. Chooses to read silently.	<i>Readers within this level are confident and independent with familiar kinds of texts, such as shorter chapter books, but may need support with the reading demands of information texts or longer and more complex fiction and poetry. Children's growing understandings about books and stories are revealed through discussion and writing. Children will generally choose to read silently.</i>	3c-b
Exceptionally fluent reader 5	An avid and independent reader, who is making choices from a wide range of material. Able to appreciate nuances and subtleties in text.	<i>Children are fully launched as readers: they are able to read a wide range of texts independently and with ease. They are likely to be developing strong reading preferences and showing interest in new authors and genres. Through discussion and in writing about their reading, they show that they are able to read between the lines and make explicit connections with other reading.</i>	3a CLPE