

THE NEW ZEALAND CURRICULUM READING STANDARDS FOR YEARS 1–8

	LEVEL 1		LEVEL 2		LEVEL 3		LEVEL 4					
	AFTER ONE YEAR AT SCHOOL	AFTER TWO YEARS AT SCHOOL	AFTER THREE YEARS AT SCHOOL	BY THE END OF YEAR 4	BY THE END OF YEAR 5	BY THE END OF YEAR 6	BY THE END OF YEAR 7	BY THE END OF YEAR 8				
Task	After one year at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Green level of Ready to Read*.	After two years at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Turquoise level of Ready to Read*.	After three years at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Gold level of Ready to Read*.	By the end of year 4, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 2.	By the end of year 5, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at early level 3.	By the end of year 6, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3.	By the end of year 7, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at early level 4.	By the end of year 8, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 4.				
Text	Students will independently read texts at Green level.	Students will independently read texts at Turquoise level.	Students will independently read texts at Gold level. They will begin to use texts to meet specific learning purposes across the curriculum.	Students will locate and evaluate information and ideas within texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.	Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.	Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.	Students will locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.	Students will locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.				
Process	<p>Texts at Green level have been designed with characteristics that include:</p> <ul style="list-style-type: none"> generally familiar contexts and settings one text form, and one main storyline or topic, for each text most content explicitly stated but also some implicit content illustrations that support and extend the meaning but may not exactly match the words sentences that run over more than one line but do not split phrases many high-frequency words topic words and interest words that are likely to be in a reader's oral vocabulary and that are strongly supported by the context and/or illustrations some visual language features such as diagrams or speech bubbles dialogue between easily identified speakers a range of punctuation, including speech marks and commas, to support phrasing and meaning. 	<p>Texts at Turquoise level have been designed with characteristics that include:</p> <ul style="list-style-type: none"> some settings and contexts that may be outside the students' prior knowledge but can easily be related to it a mix of explicit and implicit content illustrations that support the meaning and may suggest new ideas or viewpoints a variety of sentence structures, including compound sentences and a few complex sentences mostly familiar words, but some new topic words and descriptive language that are supported by the context and/or illustrations some visual language features such as labelled diagrams, inset photographs, and bold text for topic words that are linked to a glossary frequent use of dialogue and more than one character speaking on a page. 	<p>Texts at Gold level have been designed with characteristics that include:</p> <ul style="list-style-type: none"> some unfamiliar contexts and settings as well as shifts in time and/or place (in narrative texts) many characters and events and more than one storyline a mix of explicit and implicit content some pages with no illustrations ideas and information organised in paragraphs a variety of sentence structures, including complex sentences some unfamiliar words and phrases, the meaning of which is supported by the context or illustrations visual language features such as subheadings, text boxes, and diagrams that are clearly explained and linked to the body text frequent use of dialogue, some of which is not explicitly attributed, and more than one character speaking on a page. 	<p>The texts that students use independently to meet the reading demands of the curriculum at this level will often include:</p> <ul style="list-style-type: none"> some abstract ideas that are clearly supported by concrete examples in the text or easily linked to the students' prior knowledge some places where information and ideas are implicit but are easily inferred using information that is nearby in the text and where there is little or no information that is irrelevant to the reading purpose a straightforward text structure, such as a structure that follows a recognisable and clear text form some compound and complex sentences, which may consist of two or more clauses some words and phrases that are ambiguous or unfamiliar to the students, the meaning of which is supported by the context or clarified by photographs, illustrations, diagrams, and/or written explanations other visual language features that support the ideas and information, for example, text boxes or maps figurative language, such as metaphors, similes, or personification. 	<p>The texts that students use independently to meet the reading demands of the curriculum at this level will often include:</p> <ul style="list-style-type: none"> abstract ideas accompanied by concrete examples that help support the students' understanding some ideas and information that are conveyed indirectly some information that is irrelevant to the identified purpose for reading mixed text types, such as a report that includes a complex explanation sentences that vary in length and in structure a significant amount of vocabulary that is unfamiliar to the students, which is generally explained in the text by words or illustrations figurative and/or ambiguous language that the context helps students to understand illustrations, photographs, text boxes, diagrams, maps, charts, and graphs that clarify or extend the text and may require some interpretation. 	<p>The texts that students use independently to meet the reading demands of the curriculum at this level will often include:</p> <ul style="list-style-type: none"> elements that require interpretation, such as complex plots, sophisticated themes, and abstract ideas complex layers of meaning and/or information that is irrelevant to the identified purpose for reading non-continuous text structures and mixed text types sentences that vary in length, including long, complicated sentences that contain a lot of information adverbial clauses or connectives that require students to make links across the whole text academic and content-specific vocabulary, as well as words and phrases with multiple meanings metaphor, analogy, and connotative language that is open to interpretation illustrations, photographs, text boxes, diagrams, maps, charts, and graphs, containing main ideas that relate to the text's content. 	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> understand that we read to get meaning confidently approach challenges in their reading and persevere when they are having difficulties know that reading should be phrased read at an appropriate pace use a range of sources of information in the text, along with their prior knowledge, to make sense of the texts they read monitor their own reading and self-correct where necessary, using strategies such as rereading text or checking further sources of information with some teacher guidance, use comprehension strategies such as asking questions and making inferences to help them think more deeply about the ideas in the text. 	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> understand that texts have purposes and are written for audiences read longer texts with increasing independence and with appropriate intonation, expression, phrasing, and pace flexibly use the sources of information in text, in combination with their prior knowledge, to make meaning and to consider new ideas take appropriate action when they lose meaning, both at the sentence level and across larger sections of the text with teacher guidance, use a wider range of comprehension strategies to <ul style="list-style-type: none"> locate and interpret ideas and information that are directly stated or explicit in the text or illustrations respond to ideas, plots, and characters think critically about aspects such as the theme or ideas. 	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> monitor their reading, drawing on a variety of strategies when their comprehension breaks down integrate and confidently use comprehension strategies, including <ul style="list-style-type: none"> making connections between ideas in the text and their prior knowledge in order to make simple inferences identifying and keeping track of ideas and information across longer sections of text evaluating information and ideas within a text in terms of their purpose for reading identifying a writer's purpose for writing and explaining how they identified it. 	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> monitor their reading for accuracy and sense, confidently adjusting their reading when they encounter difficulties understand how they select from and use their repertoire of comprehension strategies as they locate and evaluate information and ideas identify and reflect on writers' purposes and on the ways in which writers use language and ideas to suit their purposes read for sustained periods and sustain meaning in longer texts over time. 	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> monitor their reading for accuracy and sense, confidently adjusting their reading when they encounter difficulties understand how they select from and use their repertoire of comprehension strategies as they use texts to support their learning identify and reflect on writers' purposes and on the ways in which writers use language and ideas to suit their purposes regularly read for sustained periods and sustain meaning over many days in longer texts and across a variety of texts on the same topic. 	<p>When students at this level read, respond to, and think critically about texts, they:</p> <ul style="list-style-type: none"> apply appropriate skills and technologies to locate and use a range of texts for specific purposes increasingly control a repertoire of comprehension strategies that they can use flexibly as they use texts to support their learning identify and evaluate writers' purposes and the ways in which writers use language and ideas to suit their purposes apply some criteria to evaluate texts, such as the accuracy of information or the presence of bias.
	<p>Knowledge and skills</p> <p>The knowledge, skills, and attitudes expected at these levels are described in <i>The Literacy Learning Progressions</i>.</p> <p>Go to Page 12</p>		<p>Knowledge and skills</p> <p>The knowledge, skills, and attitudes expected at these levels are described in <i>The Literacy Learning Progressions</i>.</p> <p>Go to Page 13</p>		<p>Knowledge and skills</p> <p>The knowledge, skills, and attitudes expected at these levels are described in <i>The Literacy Learning Progressions</i>.</p> <p>Go to Page 14</p>		<p>Knowledge and skills</p> <p>The knowledge, skills, and attitudes expected at these levels are described in <i>The Literacy Learning Progressions</i>.</p> <p>Go to Page 15</p>		<p>Knowledge and skills</p> <p>The knowledge, skills, and attitudes expected at these levels are described in <i>The Literacy Learning Progressions</i>.</p> <p>Go to Page 16</p>		<p>Knowledge and skills</p> <p>The knowledge, skills, and attitudes expected at these levels are described in <i>The Literacy Learning Progressions</i>.</p> <p>Go to Page 17</p>	

This poster provides support for teachers using *The New Zealand Curriculum Reading and Writing Standards for Years 1–8* and *The Literacy Learning Progressions* in their planning, teaching, and reporting to parents.

On the poster, some detail from the original published versions has been omitted and some wording clarified. Teachers need to refer to the published versions of the standards and the progressions for further detail and elaboration.

* Ready to Read is the core instructional series that supports reading in the New Zealand Curriculum.