

Name	Jack	Date	Feb 2010	June 2010			
Best fit stage		Foundation	Stage 1				

The reading matrix

	Topic development	Language structures	Vocabulary	Layout	Examples can be found on
Foundation Stage	<ul style="list-style-type: none"> – Texts are very short. They contain one or two simple ideas and use a lot of repetition. 	<ul style="list-style-type: none"> – Texts contain single words or short sentences, usually in the subject–verb–object order. 	<ul style="list-style-type: none"> – Texts use repeated high-frequency words and some words that are lower frequency and topic-specific and that are strongly supported by the context. 	<ul style="list-style-type: none"> – Texts have only a few words per page and are well supported by illustrations. 	<ul style="list-style-type: none"> – Needs support with texts that have more than one or two sentences.
Stage 1	<ul style="list-style-type: none"> – Texts are short and often present ideas in a simple sequence. 	<ul style="list-style-type: none"> – Texts contain simple and compound sentences with a variety of sentence beginnings. There are usually no more than two clauses per sentence. 	<ul style="list-style-type: none"> – Texts use varied high-frequency words and some words that are lower frequency and topic-specific and that are strongly supported by the context. 	<ul style="list-style-type: none"> – Texts have about three sentences per page and are well supported by illustrations. 	<ul style="list-style-type: none"> – Years 1-4, pages 24-31 – Years 5-8, pages 24-31 – Years 9-13, pages 24-31
Stage 2	<ul style="list-style-type: none"> – Topics are developed in more depth and assume more background knowledge. – Text types are more varied: they may be reports, arguments, procedures, explanations, recounts, or mixtures of these. 	<ul style="list-style-type: none"> – Texts contain simple, compound, and some complex sentences. Sentences are sometimes expanded with prepositional phrases or other structures. 	<ul style="list-style-type: none"> – Texts use varied high-frequency words and some words that are lower frequency and topic-specific or technical, and that should be clear from the context. 	<ul style="list-style-type: none"> – Texts have several sentences or short paragraphs per page and may be supported by illustrations. 	<ul style="list-style-type: none"> – Years 1-4, pages 30-35 – Years 5-8, pages 30-35 – Years 9-13, pages 30-35
Stage 3	<ul style="list-style-type: none"> – Topics are developed to more complex levels in a variety of ways, using connectives to signal the relationship of ideas, e.g., cause and effect or sequence. – Texts may interweave more than one text type. – Comprehension requires more inference. 	<ul style="list-style-type: none"> – Texts contain a variety of sentence types, some of which may be more complex. They may include passive constructions and direct speech. 	<ul style="list-style-type: none"> – Texts use some lower frequency and technical words that are not easy to infer from the context. – They may use some idiomatic language. 	<ul style="list-style-type: none"> – Texts are arranged in paragraphs and may be supported by diagrams, illustrations, or photographs. 	<ul style="list-style-type: none"> – Years 5-8, pages 34-41 – Years 9-13, pages 34-43
Stage 4	<ul style="list-style-type: none"> – Topics are developed in great depth and may be very technical. – Texts may include many different time settings or multiple voices. – Texts may interweave more than one text type. 	<ul style="list-style-type: none"> – Texts include a variety of sentence structures. They may include embedded and relative clauses and passive constructions. – Each sentence may contain several concepts. 	<ul style="list-style-type: none"> – Texts use low-frequency words and technical vocabulary. – They may use similes, metaphors, and idiomatic language without explanation. 	<ul style="list-style-type: none"> – Texts are arranged in paragraphs and may use subheadings. – There may be no illustrations, or there may be some that require high-level interpretation. 	<ul style="list-style-type: none"> – Years 9-13, pages 40-51