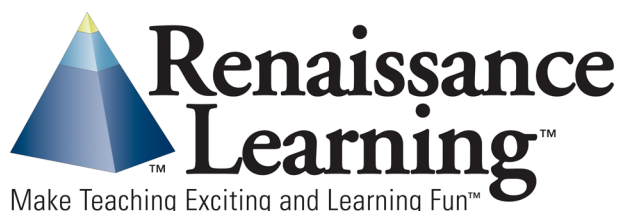




**United Kingdom Standards Alignments**  
Years One through Twelve



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## United Kingdom State Standards Alignments

# Abbreviated Standards List with Aligned Product Skills

The Abbreviated Standards List with Aligned Product Skills Report is a standards-oriented document showing only those standards that align to the product objectives. The subject and year display on the left side of the report with the aligning product objectives on the right side. This alignment report shows the breadth of standards coverage for the purpose and focus of this product.

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Note to educator:

Thank you for your interest in Renaissance Learning™ technology. The attached document contains the alignment between the software and/or instructional materials and the skills described in your National Curriculum or Strategy documentation.

At Renaissance Learning, we recognise the impact that the standards-based reform movement and high-stakes standardized testing has on schools, and we share the concerns of educators and administrators that pupils perform well on high-stakes assessments.

We hope that this report answers your questions regarding the alignment of Renaissance Learning technology and materials to your curriculum. If you have any questions about the attached document, please feel free to call us at 020 7184 4000.

Sincerely,

Renaissance Sales and Funding Staff

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 1, En1-3, Years 1-2, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En2.1.f)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: read on sight high-frequency words and other familiar words.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognising words
<b>UK KS1 En2.1.g)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: recognise words with common spelling patterns.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognising words
<b>UK KS1 En2.1.j)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: decipher new words, and confirm or check meaning.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognising words
		<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 8</b> - OP08 Focusing on challenging information
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
		<b>Skill 2</b> - V02 Making inferences for vocabulary
		<b>Skill 3</b> - V03 Making connections with prior knowledge
<b>UK KS1 En2.1.k)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: work out the sense of a sentence by rereading or reading ahead.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
		<b>Skill 5</b> - OP05 Interpreting the meaning of sentences
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 1, En1-3, Years 1-2, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS1 En2.1.i)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: focus on meaning derived from the text as a whole.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 8</b> - OP08 Focusing on challenging information
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 4</b> - C05 Drawing conclusions for comprehension
<b>UK KS1 En2.1.n)</b> - To read with fluency, accuracy, understanding and enjoyment, pupils should be taught to use a range of strategies to make sense of what they read. They should be taught to: draw on their background knowledge and understanding of the content.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 3</b> - V03 Making connections with prior knowledge
		<b>Skill Area 4</b> - Comprehension (C)
		<b>Skill 5</b> - C06 Making connections with prior knowledge

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
<b>UK KS2 En2.1.b)</b> - To read with fluency, accuracy and understanding, pupils should be taught to use: word recognition and graphic knowledge.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 2</b> - OP02 Recognising words
<b>UK KS2 En2.1.c)</b> - To read with fluency, accuracy and understanding, pupils should be taught to use: knowledge of grammatical structures.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
		<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 5</b> - OP05 Interpreting the meaning of sentences
		<b>Skill 7</b> - OP07 Succeeding with reading
		<b>Skill 8</b> - OP08 Focusing on challenging information
		<b>Skill 10</b> - OP10 Reading to increase performance
		<b>Skill 13</b> - OP13 Reading and understanding year-appropriate text
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
		<b>Skill 2</b> - C03 Using context clues for comprehension
<b>UK KS2 En2.1.d)</b> - To read with fluency, accuracy and understanding, pupils should be taught to use: contextual understanding.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 2</b> - C03 Using context clues for comprehension
<b>UK KS2 En2.2.a)</b> - Pupils should be taught to: use inference and deduction.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 2</b> - V02 Making inferences for vocabulary
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 3</b> - C04 Making inferences for comprehension
		<b>Skill 4</b> - C05 Drawing conclusions for comprehension
<b>UK KS2 En2.2.b)</b> - Pupils should be taught to: look for meaning beyond the literal.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context
		<b>Skill 4</b> - OP04 Drawing meaning from text

<b>Abbreviated Standards List with Aligned Product Skills</b>		
<b>Agency Tag Set Name</b>	<b>Product Name</b>	
United Kingdom, English, 1999, KS 2, En1-3, Years 3-6, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading	
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>
		<b>Skill 5</b> - OP05 Interpreting the meaning of sentences
	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
		<b>Skill 2</b> - V02 Making inferences for vocabulary
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 2</b> - C03 Using context clues for comprehension
		<b>Skill 3</b> - C04 Making inferences for comprehension
		<b>Skill 4</b> - C05 Drawing conclusions for comprehension
<b>UK KS2 En2.2.d)</b> - Pupils should be taught to: use their knowledge of other texts they have read.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 3</b> - V03 Making connections with prior knowledge
	<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 5</b> - C06 Making connections with prior knowledge
<b>UK KS2 En2.3.c)</b> - Pupils should be taught to: obtain specific information through detailed reading.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 3</b> - OP03 Responding to text and questions
		<b>Skill 4</b> - OP04 Drawing meaning from text
		<b>Skill 5</b> - OP05 Interpreting the meaning of sentences

<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, English, 1999, KS 3, En1-3, Years 7-9, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading		
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>	
<b>UK KS3 En2.1.a)</b> - To develop understanding and appreciation of texts, pupils should be taught: to extract meaning beyond the literal, explaining how the choice of language and style affects implied and explicit meanings.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context	
		<b>Skill 4</b> - OP04 Drawing meaning from text	
			<b>Skill 5</b> - OP05 Interpreting the meaning of sentences
		<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
			<b>Skill 2</b> - V02 Making inferences for vocabulary
		<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
			<b>Skill 2</b> - C03 Using context clues for comprehension
			<b>Skill 3</b> - C04 Making inferences for comprehension
			<b>Skill 4</b> - C05 Drawing conclusions for comprehension
	<b>UK KS3 En2.6.</b> - Pupils should be taught to draw on their knowledge of grammar and language variation to develop their understanding of texts and how language works.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 3</b> - V03 Making connections with prior knowledge
<b>Skill 5</b> - C06 Making connections with prior knowledge			



<b>Abbreviated Standards List with Aligned Product Skills</b>			
<b>Agency Tag Set Name</b>	<b>Product Name</b>		
United Kingdom, English, 1999, KS 4, En1-3, Years 10-12, National Curriculum Programme of Studies: English, produced by Qualifications and Curriculum Authority	UK Renaissance Place - Star Reading		
<b>Standard</b>	<b>Skill Area Description</b>	<b>Skill Description</b>	
<b>UK KS4 En2.1.a)</b> - To develop understanding and appreciation of texts, pupils should be taught: to extract meaning beyond the literal, explaining how the choice of language and style affects implied and explicit meanings.	<b>Skill Area 1</b> - Overall Product (OP)	<b>Skill 1</b> - OP01 Understanding words in context	
		<b>Skill 4</b> - OP04 Drawing meaning from text	
			<b>Skill 5</b> - OP05 Interpreting the meaning of sentences
		<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 1</b> - V01 Using context clues
			<b>Skill 2</b> - V02 Making inferences for vocabulary
		<b>Skill Area 4</b> - Comprehension (C)	<b>Skill 1</b> - C01 Understanding what is read
			<b>Skill 2</b> - C03 Using context clues for comprehension
			<b>Skill 3</b> - C04 Making inferences for comprehension
			<b>Skill 4</b> - C05 Drawing conclusions for comprehension
	<b>UK KS4 En2.6.</b> - Pupils should be taught to draw on their knowledge of grammar and language variation to develop their understanding of texts and how language works.	<b>Skill Area 3</b> - Vocabulary-in-context (V)	<b>Skill 3</b> - V03 Making connections with prior knowledge
<b>Skill 5</b> - C06 Making connections with prior knowledge			