**Reading Progressions**

**Reading in the First year of School**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMES: |  |  |  |  |  |  |
| I know a lot of things about books |  |  |  |  |  |  |
| I can look at the words as I read |  |  |  |  |  |  |
| I can read from left to right |  |  |  |  |  |  |
| I know it has to make sense when I read |  |  |  |  |  |  |
| I know it has to sound right when I read |  |  |  |  |  |  |
| I can say one word and point to one word |  |  |  |  |  |  |
| I know some of the little/common words |  |  |  |  |  |  |

**Reading Progressions**

**Reading in the first year at school: Red levels (3,4,5)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMES: |  |  |  |  |  |  |
| I know the sounds in the word |  |  |  |  |  |  |
| I know the letter sounds and some word endings. |  |  |  |  |  |  |
| I can take a breath at a full stop and find the speech marks and question marks. |  |  |  |  |  |  |
| I can read quickly, and make it sound like talking. |  |  |  |  |  |  |
| I can keep looking at the words all the way to the end |  |  |  |  |  |  |
| I am starting to notice if I say the wrong word and I know to re-read the sentence. |  |  |  |  |  |  |

**Reading Progressions**

**Reading in the first year at school: Yellow Levels (6, 7, 8)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMES: |  |  |  |  |  |  |
| I can work out words. I can look across the word to look for letters and letter clusters I know. |  |  |  |  |  |  |
| I can think about what would make sense and sound right. |  |  |  |  |  |  |
| I can find the speech marks and make those bits sound like talking |  |  |  |  |  |  |
| I can say what I think is happening and say what will happen next |  |  |  |  |  |  |
| I can read without finger pointing |  |  |  |  |  |  |

**Reading Progressions**

**Reading in the first year of school: Blue Levels (9, 10, 11)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMES: |  |  |  |  |  |  |
| I can listen to myself as I read and check that it makes sense, sounds right and looks like |  |  |  |  |  |  |
| I know the common words |  |  |  |  |  |  |
| I am beginning to ask and answer questions about the books I read. I am learning to say; what I know about it already and ask questions to find out more. |  |  |  |  |  |  |

**Reading Progressions**

**Reading after the first year of school: Green Levels (12-14)**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMES: |  |  |  |  |  |  |
| I read because I want to know what the story/text is about. |  |  |  |  |  |  |
| I persevere/stick with a book/text and problem solve/think about it when I get stuck. |  |  |  |  |  |  |
| I know when I have made a mistake when I read and I can fix it by: - rereading/rerunning  - reading on  - thinking about what  - makes sense. |  |  |  |  |  |  |
| I can use different strategies to help me understand what I am reading.  I can talk about what I am reading with others. |  |  |  |  |  |  |
| I draw on my knowledge and skills that include: |  |  |  |  |  |  |
| I know about books and how they work. (Concepts about print) |  |  |  |  |  |  |
| I can speak about books using the words author, title and illustration. |  |  |  |  |  |  |
| I can work out words out by chunking sounds I hear.  i.e., to blend phonemes (e.g., by saying *m/a/n/* is *man*) and to segment phonemes (e.g., by saying *seat* is *s/ea/t/*). |  |  |  |  |  |  |
| I know the names of all the letters of the alphabet.  I can say the sound each letter makes. |  |  |  |  |  |  |
| **I** know “off-by-heart” (100–200) of the words in my reading books. |  |  |  |  |  |  |
| I can work out words I don’t yet know by using my growing knowledge of letter-sound relationships, which helps me to:  I know letter-sound combinations (graphemes) (e.g., *sh*, *ch*, *ow*, *ai*, *th*, *oy*) and can make the correct sound for each one.  I can use what I know about how letters can be pronounced in different ways (e.g., ***a****bout*, ***a****nd*, **a**pron).  I can use strategies like: sounding out words;  using my knowledge of letters and their sounds (graphemes) (e.g., *sh*, *aw*, *t*, *p*, *or*); and using what I already know to read words that contain familiar chunks (e.g., *est, en, ump)* |  |  |  |  |  |  |
| I can work out words by using what I know about “rules” of how letter and sounds are put together (morphology) (e.g., the word endings *-s, -ing*, and -ed) |  |  |  |  |  |  |
| I can use my vocabulary to help me understand words as I work them out (decode them) and to help me make meaning of what I am reading both within a sentence and across a whole text. |  |  |  |  |  |  |
| I know what basic punctuation features mean (e.g., full stops, speech marks, and exclamation marks. |  |  |  |  |  |  |

**Reading Progressions**

**After 2 years at school**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMES: |  |  |  |  |  |  |
| I can say why I think someone wrote this *(to entertain, persuade or inform)* |  |  |  |  |  |  |
| I know when my reading doesn’t make sense or sound right. I know what to do to fix it. |  |  |  |  |  |  |
| I can find answers that are ‘right there’ in the text or pictures; I can… |  |  |  |  |  |  |
| Think about what I know already |  |  |  |  |  |  |
| Say what I think it will be about and what I think will happen next. |  |  |  |  |  |  |
| Make pictures in my head |  |  |  |  |  |  |
| Say what I know about the characters |  |  |  |  |  |  |
| Say what I think it is about |  |  |  |  |  |  |
| I can choose a ‘good fit’ book that I can read by myself. |  |  |  |  |  |  |
| I can remember lots of words; I don’t have to work them out. (300-500 words) |  |  |  |  |  |  |
| If I don’t know the word I can figure it out by using… |  |  |  |  |  |  |
| Letter sounds and letter clusters  *(e.g., s, t, p, sh, th, ch, ng)*  *(e.g., e, a, o, ai, ow, igh, ou, ee)* |  |  |  |  |  |  |
| Sound chunks  *(eg: ch-, sh-)* |  |  |  |  |  |  |
| Saying another word it looks like  *(eg: cat, fat,mat)* |  |  |  |  |  |  |
| Saying the parts of the word I know already |  |  |  |  |  |  |
| Saying what I know about the meaning of parts of the word e.g., beginnings and ending. |  |  |  |  |  |  |
| I can find answers by… |  |  |  |  |  |  |
| Re-reading and thinking carefully about what the word might mean |  |  |  |  |  |  |
| Thinking about what I already know |  |  |  |  |  |  |
| Thinking about the rest of the text |  |  |  |  |  |  |
| I can find answers/cues in the pictures |  |  |  |  |  |  |
| I understand the meaning of punctuation such as (full-stops, questions marks, parenthesis, bold and italics). |  |  |  |  |  |  |

**Reading Progressions**

**After 3 years at school**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMES: |  |  |  |  |  |  |
| **Respond to and think critically about texts** |  |  |  |  |  |  |
| I can monitor my reading, using a number of strategies when I find it hard using… |  |  |  |  |  |  |
| - in sentences |  |  |  |  |  |  |
| - in paragraphs |  |  |  |  |  |  |
| * across the whole text |  |  |  |  |  |  |
| I use a range of comprehension strategies to help me understand what I am reading; |  |  |  |  |  |  |
| I can think about what is happening in the text and relate it to my own experiences |  |  |  |  |  |  |
| I can find and keep track of ideas and information in longer texts |  |  |  |  |  |  |
| I can think about the information and ideas in a text and think about the purpose |  |  |  |  |  |  |
| I can think about the writer’s purpose for writing and show how they wrote this in the text |  |  |  |  |  |  |
| **Knowledge and Skills** |  |  |  |  |  |  |
| I can read all high-frequency words |  |  |  |  |  |  |
| I can use a range of decoding strategies when I come across difficult words; |  |  |  |  |  |  |
| - by recognising syllables within words |  |  |  |  |  |  |
| - by using my knowledge of spelling patterns |  |  |  |  |  |  |
| I can know the meanings of some common prefixes; (un-, re-, in-, dis-) |  |  |  |  |  |  |
| I can know the meanings of some common suffixes; (-es, -ed, -ing, -ly, -er, -less, -full) |  |  |  |  |  |  |
| I can explain how these affect the meanings of words |  |  |  |  |  |  |
| I know the synonyms and multiple meanings of many common words (e.g  left, ight, right, fine) |  |  |  |  |  |  |
| I use my knowledge of words to find the meanings of unknown words; |  |  |  |  |  |  |
| - word families, |  |  |  |  |  |  |
| - sentence or phrase structures |  |  |  |  |  |  |
| - the way words are used (collocations) |  |  |  |  |  |  |
| I can look for information in a range of text lay-outs (e.g. text boxes) |  |  |  |  |  |  |
| I can understand the purpose of basic punctuation |  |  |  |  |  |  |

**Reading Progressions**

**By End of Year 4**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMES: |  |  |  |  |  |  |
| **Respond to and think critically about texts** |  |  |  |  |  |  |
| I know what I like to read and can explain why. |  |  |  |  |  |  |
| I know what I am able to read (self monitor selection of text)  I know how to find what I like to read |  |  |  |  |  |  |
| I can select from a range of strategies to help me when I lose meaning in a text: |  |  |  |  |  |  |
| * I can cross-check |  |  |  |  |  |  |
| * I can reread |  |  |  |  |  |  |
| - I can use what I know about words and sentence structure |  |  |  |  |  |  |
| - I can look for cues to confirm my predictions and inferences |  |  |  |  |  |  |
| I can use a range of comprehension strategies |  |  |  |  |  |  |
| I can identify and summarise the main ideas using my knowledge of how a text is structured |  |  |  |  |  |  |
| I can make and explain my inferences using information in the text |  |  |  |  |  |  |
| I can understand figurative language by making connections between information in the text and my prior knowledge. |  |  |  |  |  |  |
| I can read for sustained periods of time |  |  |  |  |  |  |
| I can read longer texts and remember what has happened over a number of days |  |  |  |  |  |  |
| I can talk about what I have read with others (peers, group, teacher) |  |  |  |  |  |  |
| I can discuss how well the text met its purpose. |  |  |  |  |  |  |
| **Knowledge and skills** |  |  |  |  |  |  |
| I can read all high frequency words |  |  |  |  |  |  |
| I can automatically select and apply a decoding strategy when I find unknown words |  |  |  |  |  |  |
| I can work out the meanings of new words using a range of strategies |  |  |  |  |  |  |
| I know the meanings of common prefixes (over-, mis-, sub-, pre-, inter-, semi, mid-) |  |  |  |  |  |  |
| I know the meanings of most common suffixes (-ist, -ity, -ty, -ion, -able/ -ible, -ness, -ment) |  |  |  |  |  |  |
| I can use references sources to find the meanings of new words (dictionary, thesaurus) |  |  |  |  |  |  |
| I can guess word meanings from known roots and affixes (eg: tele-port) |  |  |  |  |  |  |
| I can work out the meanings of unfamiliar phrases and expressions |  |  |  |  |  |  |
| I can recognise the features of some common text types |  |  |  |  |  |  |
| I can use my knowledge of common text-types to understand the ideas and information in texts |  |  |  |  |  |  |

**Reading Progressions**

**End of Year 6**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMES: |  |  |  |  |  |  |
| **Respond to and think critically about texts** |  |  |  |  |  |  |
| I can monitor my reading for accuracy and sense, demonstrating that I have the confidence to adjust my reading (e.g., by varying the speed of reading, by rereading, and by attending to the most important information) when I encounter difficulties. |  |  |  |  |  |  |
| I can make connections between my prior knowledge and the concrete examples in a text in order to understand abstract ideas in the text |  |  |  |  |  |  |
| **I can** locate and summarise ideas by skimming or scanning, by identifying key words, topic sentences, and key questions, or by using subheadings |  |  |  |  |  |  |
| I can use several pieces of information to make inferences (on information not directly in the text). |  |  |  |  |  |  |
| I can evaluate and integrate ideas and information across a few texts. |  |  |  |  |  |  |
| I regularly read longer texts for longer timeframes and remember what I have read over days and across different texts on the same topic. |  |  |  |  |  |  |
| I can identify and talk about writers’ purposes and on the ways they use language and ideas to suit their purposes (e.g., by using vocabulary to set a scene or develop a mood). |  |  |  |  |  |  |
| **Knowledge and Skills** |  |  |  |  |  |  |
| I can automatically read all high-frequency words |  |  |  |  |  |  |
| I can automatically select an appropriate decoding strategy when I encounter unknown words |  |  |  |  |  |  |
| I can work out the meanings of new words, using strategies such as: |  |  |  |  |  |  |
| Using my knowledge of prefixes  (e.g., *over-*, *mis-*, *sub-*, *pre-*, *inter-*, *semi-*, *mid-*)and suffixes (e.g., *-ist*, *-ity*, *-ty*, *-ion*, *-able/-ible*, *-ness*, *-ment*) |  |  |  |  |  |  |
| using reference sources (e.g.,online/ dictionaries and thesauruses, google ‘define’ ) to find the meanings of new words |  |  |  |  |  |  |
| inferring word meanings from roots and affixes I know (e.g., by using the known meaning of *tele*- and *-port* to infer the meaning of *teleport*) |  |  |  |  |  |  |
| I can work out the meanings of unfamiliar phrases and expressions (e.g., figures of speech) by using my oral language and the context; |  |  |  |  |  |  |
| I can recognise the features and purposes of familiar text types and use my knowledge to find my way around and understand texts |  |  |  |  |  |  |
| I can use visual language features to help me understand the ideas and information in the texts I read. |  |  |  |  |  |  |

**Reading Progressions**

**End of Year 8**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| NAMES: |  |  |  |  |  |  |
| **Respond to and think critically about texts** |  |  |  |  |  |  |
| I can use appropriate skills and technologies to find and use a range of texts for specific purposes. |  |  |  |  |  |  |
| I can use a use a wide range of comprehension strategies to understand text such as: |  |  |  |  |  |  |
| using their prior knowledge, along with information in the text, to interpret abstract ideas, complex plots, and sophisticated themes |  |  |  |  |  |  |
| identifying and resolving issues that come from competing information in texts |  |  |  |  |  |  |
| gathering, evaluating, and synthesising information across a small range of texts |  |  |  |  |  |  |
| I can identify and evaluate the way writers’ use language and ideas to suit their purpose. |  |  |  |  |  |  |
| apply some criteria to evaluate texts (e.g., accuracy of information; presence of bias). |  |  |  |  |  |  |
| Knowledge and skills |  |  |  |  |  |  |
| I can decode texts automatically. |  |  |  |  |  |  |
| I can use a range of strategies, such as inferring, to work out more complex words. |  |  |  |  |  |  |
| I can recognise and understand the features and structures of a wide variety of text types and text forms. |  |  |  |  |  |  |
| I can recognise and understand a variety of grammatical constructions and some rhetorical patterns (e.g., cause and effect; comparing and contrasting |  |  |  |  |  |  |
| I can make links across texts by recognising connectives or adverbial clauses |  |  |  |  |  |  |
| I can use my growing wide range of academic and content-specific vocabulary to understand texts. |  |  |  |  |  |  |
| I can interpret metaphor, analogy, and connotative language. |  |  |  |  |  |  |