

## Reading Progressions

### Reading in the First year of School

	Check 1	Check 2	Check 3
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)

	Check 1	Check 2	Check 3
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)

	Check 1	Check 2	Check 3
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			
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## **Reading Progressions**

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

	Check 1	Check 2	Check 3
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:	Check 1	Check 2	Check 3
I know what the story is about. I know what happens in the story			
I persevere/stick with a book 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 <i>m/a/n/</i> is <i>man</i> ) and to segment phonemes (e.g., by saying <i>seat</i> is <i>s/ea/t/</i> ).			
I know the names of all the letters of the alphabet. I can say the sound each letter makes.			
I know "off-by-heart"			

<p>(100–200) of the words in my reading books.</p>			
<p>I can work out words I don't yet know by using my growing knowledge of letter-sound relationships, which helps me to:</p> <p>I know letter-sound combinations (graphemes) (e.g., <i>sh, ch, ow, ai, th, oy</i>) and can make the correct sound for each one.</p> <p>I can use what I know about how letters can be pronounced in different ways (e.g., <i>about, and, apron</i>).</p> <p>I can use strategies</p>			

<p>like: sounding out words; using my knowledge of letters and their sounds (graphemes) (e.g., <i>sh</i>, <i>aw</i>, <i>t</i>, <i>p</i>, <i>or</i>); and using what I already know to read words that contain familiar chunks (e.g., <i>est</i>, <i>en</i>, <i>ump</i>)</p>			
<p>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 <i>-s</i>, <i>-ing</i>, and <i>-ed</i>)</p>			
<p>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</p>			

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**

	Check 1	Check 2	Check 3
I can say why I think someone wrote this <i>(to entertain, persuade or inform)</i>			
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...			

<p>Letter sounds and letter clusters  <i>(e.g., s, t, p, sh, th, ch, ng)</i>  <i>(e.g., e, a, o, ai, ow, igh, ou, ee)</i></p>			
<p>Sound chunks  <i>(eg: ch-, sh-)</i></p>			
<p>Saying another word it looks like  <i>(eg: cat, fat, mat)</i></p>			
<p>Saying the parts of the word I know already</p>			
<p>Saying what I know about the meaning of parts of the word e.g., beginnings and ending.</p>			
<p>I can find answers by...</p>			
<p>Re-reading and thinking carefully about what the word might mean</p>			

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**

	Check 1	Check 2	Check 3
<b>Respond to and think critically about texts</b>			
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			
<b>Knowledge and Skills</b>			
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			
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**Reading Progressions**  
**By End of Year 4**

	Check 1	Check 2	Check 3
<b>Respond to and think critically about texts</b>			
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.			
<b>Knowledge and skills</b>			
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**

	Check 1	Check 2	Check 3
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<b>Respond to and think critically about texts</b>			
<p>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.</p>			
<p>I can make connections between my prior knowledge and the concrete examples in a text in order to understand abstract ideas in the text</p>			
<p><b>I can</b> locate and summarise ideas by</p>			

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).			
<b>Knowledge and Skills</b>			
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., <i>over-</i> , <i>mis-</i> , <i>sub-</i> , <i>pre-</i> , <i>inter-</i> , <i>semi-</i> , <i>mid-</i> ) and suffixes (e.g., <i>-ist</i> , <i>-ity</i> , <i>-ty</i> , <i>-ion</i> , <i>-able/-ible</i> , <i>-ness</i> , <i>-ment</i> )			
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 <i>tele-</i> and <i>-port</i> to infer			

the meaning of <i>teleport</i> )			
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.			

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## **Reading Progressions**

### **End of Year 8**

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.			

	Check 1	Check 2	Check 3
<b>Respond to and think critically about texts</b>			
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.			