**ST GERARD'S READING PROGRESSIONS**

(We wish to acknowledge St Mary's School Tauranga and Reading Rockets NZ in the development of these progressions.)

**Towards One Year at school**

| Magenta Level 1, 2 RA 5 years | I am learning... | Red Level 3, 4, 5 RA 5 years | I am learning... |
|---|---|---|---|
| Knowledge | To know where to begin reading. To read from left to right. To recognise some words I know. | Knowledge | To identify and use full stops, exclamation marks and speech marks in my reading. To recognise and read high frequency words. To read more than one line (return sweep). To know many letter sounds. To know that words are made up of sounds. |

| Strategy | To point to each word as I read.<br>To use the picture to help me read the story.<br>To look at the first letter and make the sound to help me read new words.<br>To check that my reading makes sense. | Strategy | To look at the first letter and make the sound to help me read new words.<br>To look at endings of words (s, ed, ing)<br>To read groups of words together (phrasing)<br>To listen and make sense of the story as I read.<br>To talk about the story.<br>To notice some mistakes & begin to re-read to self correct. |
|---|---|---|---|

| Yellow Level 6, 7, 8 RA 5.5 years | I am learning... | Blue Level 9, 10, 11 RA 5.5 years | I am learning... |
|---|---|---|---|
| Knowledge | To know all the letter sounds a-z. To follow and use punctuation (. , " " ! ?) To use speech marks and bold print to add expression. To begin to recognise simple compound words. | Knowledge | To instantly read many sight words To recognise sounds in words and say the sounds slowly across a word. To use base words and endings to help me read and understand words (eg garden, gardens, gardened, gardening, gardener) To use digraphs to help me read new words (sh, th, ch, wh, ou) To know that compound words are made up of two words (upstairs, downstairs) To begin to recognise contractions (Can't, I'm) |
| Strategy | To read without pointing to each word. To sound out three letter words to help with an unknown word. To begin to recognise the chunks in words (-s, -ing, -ed, th, ch, sh, -er). To read new words by thinking about words I already know (word families eg at, cat). To check my reading sounds right, looks right and makes sense (monitoring). To re-read and search for further visual information to self correct. To make predictions about what will happen in the story. To talk about, answer questions and retell the story. | Strategy | To read some sections of text silently. To self monitor my reading using a variety of information to confirm, cross scheck and self correct. To talk about the story and new vocabulary and ask questions about the text to show my thinking. To use punctuation to read with expression and for meaning. To retell a story in sequence. To answer questions about the story and find the text to support this. |

## Towards Two Years at school

| Green<br>Level 12,13,14<br>RA 6-6.5 years | Orange<br>Level 15,16<br>RA 6.5 - 7 years | After one year at school, students are reading, responding to, and thinking critically about a variety of fiction and non-fiction texts at Green Level.<br>Many texts, including picture books and topic-related non-fiction books, are read aloud by the teacher. |
|---|---|---|
| Knowledge | Knowledge | I am learning…<br>To say unfamiliar words slowly, looking for digraphs, chunks, rhyme and word endings.<br>To read different endings on words (-y, -ies).<br>To begin to recognise the 'chunks' in words like -ing, -ed, -s, -th, -ch, -sh, -er<br>To break words into syllables to help read new words (eg e-nor-mous, di-no-saur)<br>To read high frequency words quickly and make links to other words.<br>To use language about books (eg title, author, illustrator)<br>To use diagrams, speech bubbles, charts, and tables to help understand the text.<br>To read and respond to different genre (fiction, non fiction, plays and poetry)<br>To know how to use a contents page. |
| Strategy | Strategy | To use a variety of reading strategies to problem solve and make meaning from text.<br><ul><li>Self monitor - reread to cross check, confirm, identify and self correct errors.</li><li>Read on - to gather more information to that I can predict with some accuracy and check that what I have read makes sense and sounds right.</li><li>Ask questions about new vocabulary and the story.</li><li>Inference - eg What I think the author is saying.</li><li>Answer questions - Explaining answers and locating parts of the text that support this.</li></ul><br>To read silently most of the time.<br>To use my knowledge of vocabulary to understand texts.<br>To make reading sound like talking (fluency), with expressions and accurate phrasing by noticing print conventions, using punctuation effectively and stressing words in bold print.<br>To look for clues in the title, story and pictures to predict what the text might be about.<br>To retell the story in detail using sequencing words (eg first, next , after) |

## Towards Three Years at school

| Turquoise<br>Level 17&18<br>RA 7-7.5 years | Purple<br>Level 19&20<br>RA 7.5-8years | After two years at school, students are reading, responding to, and thinking critically about a variety of fiction and non-fiction texts at Turquoise Level. |
|---|---|---|
| Knowledge | Knowledge | I am learning…<br>To identify prefixes (b-, to-, pre-, un- and dis-)<br>To identify suffix (-ly)<br>To understand how prefixes and suffixes change the meaning of words.<br>To understand the meaning of italics as a print feature.<br>To identify digraphs (kn, qu, ng)<br>To identify sounds (ai, igh, ar, ir, ur, or, au, aw)<br>To instantly recognise an increasing number of sight words.<br>To know how to use a glossary.<br>To summarise a range of texts. |
| Strategy | Strategy | To find the meaning of unknown words by<br>● Rereading to gather more information.<br>● Reading on to gather more information to predict with increasing accuracy and checking that what I have read makes sense and sounds right.<br>● Looking for clues in the text and illustrations.<br>● Using the glossary.<br>To understand more challenging vocabulary and sentence structures.<br>To say why I think someone wrote the text (eg to entertain, persuade, or inform)<br>To make connections between my own experiences and the text to say what I think.<br>To use reading strategies to:<br>● Locate information<br>● Think critically, interpret ideas and give my opinions and predictions<br>● Respond to ideas, plots and characters<br>● Activate prior knowledge<br>● Draw inferences<br>To read longer texts with more independence, noticing print conventions and using intonation, expression and phrasing.<br>To problem solve in my head as I'm reading (processing) |

## After Three years at school

| <mark>Gold Level 21&22 RA 8-8.5 years</mark> | **After three years at school, students are beginning to use texts to meet the demands of learning across the curriculum as well as for instructional reading purposes.** |
|---|---|
| <mark>Knowledge</mark> | I am learning…<br>To understand the meaning of common prefixes (un-, dis-, re-, in-, be-, to-, pre-, ex-) and understand how they change the meaning of a word.<br>To understand the meaning of common suffixes (-les-,- ful, -ly) and understand how they change the meanings of a word.<br>To know the spelling patterns of long vowels.<br>To know a range of synonyms.<br>To know homonyms (here/hair/hare and would, wood etc)<br>To know that one word can have different meanings (eg light, left, fine, right)<br>To instantly recognise all sight words.<br>To use my knowledge of sentence or phrase structures to find the meanings of unknown words.<br>To articulate and use a variety of decoding strategies when I come across difficult words by :<br>   ● Recognising syllables within words.<br>   ● Using my knowledge of spelling patterns.<br>To look for information in a range of text layouts ( eg text boxes in non-fiction texts)<br>To identify and use an index, diagrams, maps, headings and chapters. |
| <mark>Strategy</mark> | To confidently use a range of comprehension strategies:<br>   ● Making connections (between text and prior knowledge)<br>   ● Summarising<br>   ● Evaluating information and ideas.<br>   ● Questioning<br>   ● Inferencing<br>   ● Clarifying<br>To use my reading strategies independently, using my "handful of clues" to solve unknown words.<br>To monitor my reading so I can hold the meaning of the whole story.<br>To make my reading sound fluent, phrased and expressive.<br>To discuss the difference between fact and fiction. |

| | To think about the writer's purpose for writing and show the text reflects this (eg persuasive vocabulary, structure of texts, bullet points<br>To summarise a text in my own words. |
|---|---|

I am learning…

To automatically read all high frequency words.

To automatically choose an appropriate decoding strategy when reading unknown words.

To use a range of strategies to work out the meanings of new words
● Using prefixes ( eg over-, mis-, sub-, pre-, inter-, semi-, mid-) and suffixes (eg -ist, -ity, -ty, -ion, -ness, ment)
● Using reference sources (dictionary and thesaurus)
● Inferring meanings from known roots

To use contexts to work out meanings of unfamiliar phrases and expressions.

To recognise features and purposes of common text types and use this knowledge to navigate and understand these texts.

To use visual features to support understanding of a text.

To know what I like to read and can explain why, and know what I am capable of reading.

To monitor my reading and use fix up strategies (eg cross checking, rereading, reading on, using word and sentence structure knowledge, looking for clues).

To use specific comprehensions strategies to make sense of a text (eg summarising, inferring, making connections, using prior knowledge)

To read for sustained periods and maintain meaning of longer texts over several days.

To respond to a variety of texts, identifying their purpose and evaluating their effectiveness.

## By the end of Year Six (Curriculum Level Three)

| Level 27 - 30<br><br>RA 10-12 Years | **Students will be reading a wide range of text types to learn in all areas of the curriculum. They will respond to these texts and think critically in order to meet learning purposes across the curriculum. They will be learning to use a range of comprehension strategies to read for meaning. They will locate, evaluate and integrate information across a range of texts to formulate and answer questions.** |
|---|---|

I am learning…
To self monitor as I read, identifying difficulties and using fix up strategies when necessary.

To use comprehension strategies to understand and extract information from a range of texts (Prior knowledge, self monitoring, predicting, questioning, making connections, visualising, inferring, summarising, synthesising).

To use prior knowledge to understand subtle or abstract ideas

To locate and summarise ideas quickly by skimming, scanning, using key words, topic sentences and  subheadings.

To infer meanings by drawing on related pieces of information.

To evaluate and integrate ideas from information across a small range of texts.

To regularly read for  sustained periods, for enjoyment and learning.

To sustain meaning over time in longer texts and over a variety of texts on the same topic.

To identify a writer's purpose and the strategies & language used by writers to meet their purposes.

To decode texts fluently and accurately and use strategies to find the meaning of unknown vocabulary.

To understand more subtle figurative meanings in a text, contextual meanings, as well as literal meanings.

Interpret illustrations , photographs, text boxes, diagrams, maps, charts and graphs.

**By the end of Year Eight (Curriculum Level Four)**

| RA 12-13 | Texts for Year 7-8 students will have increasing complexity. Students will be reading for meaning and will be finding information from a range of texts across all curriculum areas. Students locate, evaluate and synthesise information. They formulate and answer questions to meet learning purposes across the curriculum. Their reading supports their learning. They continue to develop their accuracy, fluency and independence. |
|---|---|

I am learning…

To decode texts automatically.

To use strategies to work out unknown words or unfamiliar words, inferring from prior knowledge.

To identify a writer's purpose and the strategies & language used by writers to meet their purposes.

To recognise the features and structures of a wide variety of text types of increasing difficulty.

To use my growing vocabulary to understand all texts I read.

To use my prior experience and knowledge to infer meaning and interpret metaphor, analogy and connotative language.

To identify and consider issues raised from competing information in texts.

To gather, evaluate and synthesise information across texts.

To use skills and technologies to find and use a range of texts to find information across the curriculum.

To use a range of comprehension strategies to understand more complex ideas and plots in texts. (Prior knowledge, self monitoring, predicting, questioning, making connections, visualising, inferring, summarising, synthesising)

To respond critically to a text.