

## **WEBSITE RESOURCE W9.9**

## Scale of Progression in Reading

	<b>An emergent reader</b>	<b>An early reader</b> shows all the features of an emergent reader plus:	<b>A developing reader</b> shows all the features of an early reader plus:
Engagement and response	<p>Uses some book language/expressions drawn from books.</p> <p>Knows that print conveys meaning in a range of texts (Shopping lists, games, internet . . .).</p> <p>Knows terminology about books and how they work (cover, front, back, beginning, end).</p> <p>Understands that print (in English) goes from left to right, including return sweep.</p>	<p>Gives personal view of characters, events or ideas in texts.</p> <p>Shows empathy with characters through enacting.</p> <p>Retells sequence of narrative or informational content.</p> <p>Identifies general features of familiar text types.</p> <p>Re-reads texts for pleasure.</p> <p>States preferences about favourite characters, themes, ideas or texts.</p> <p>Uses digital sources to find information.</p> <p>Comments on the main issues raised in the text.</p>	<p>Expresses reasoned opinions about texts and makes personal choices based on preference.</p> <p>Expresses response through role play/drama.</p> <p>Recognises and responds to the different ways characters are presented, referring to the text.</p> <p>Prefers certain types of reading.</p> <p>Sustains reading with familiar texts.</p> <p>Comments on themes and ideas making reference to the text.</p> <p>Uses different reading techniques for different text types.</p> <p>Retrieves information from books and internet sources.</p> <p>Identifies the point of view from which a story is told.</p> <p>Recognises similarities between stories with similar themes from different cultures/genres or settings.</p> <p>Explains the difference between fiction and non-fiction.</p>
Comprehension	<p>Understands literally what has been read.</p> <p>Links poems, stories, film and non-fiction to own experience.</p> <p>Retells stories</p> <p>Predicts the outcomes of straightforward narratives.</p> <p>Applies language comprehension to words on the page.</p> <p>Recognises the main parts of text.</p> <p>Joins in with poems read aloud and recites some parts by heart.</p>	<p>Understands literally what has been read and can sequence key events.</p> <p>Makes connections between texts.</p> <p>Makes connections between what is read and own experience</p> <p>Identifies key themes/ideas.</p> <p>Infers characters' feelings based on personal emotions as well as the author's representation of the character.</p> <p>Uses some comprehension strategies: retelling, prediction, questioning.</p>	<p>Discusses the actions of main characters and justifies views using general evidence from the text.</p> <p>Draws together ideas and information from across a whole text.</p> <p>Makes plausible predictions about content and narrative development.</p> <p>Identifies imagery in poems.</p> <p>Makes comparisons between texts, noting similarities and differences.</p> <p>Discusses personal experience and knowledge in relation to texts</p> <p>Uses text features, to scan and assess for relevance/interest.</p>

		<p>Understands and describes information.          Uses text layout in books and on screen to locate information efficiently.          Gains an overall impression of a text and makes predictions about content/subject by reference.          Notices patterns in language, composition or sound.          Begins to understand how images and words in texts create humour or atmosphere.</p>	<p>Recognises that graphic narratives can be serious as well as entertaining.          Appreciates the effects of rhyme and rhythm in poetry.          Expresses personal preferences about poems/parts of poems.          Recognises differences in style/representation in pictorial text.          Notices the effects of different elements of composition and how they interact.</p>
<p>Reading skills</p>	<p>Discriminates between sounds.          Reads and understands simple sentences.          Recognises one or two words in different contexts.          Knows the difference between pictures and print.          Knows that there are letters and that groups of letters can make words.          Identifies first and last letters in words.          Reads known/familiar words clauses and simple sentences with appropriate pauses and expression.</p>	<p>Applies phonic knowledge to decode words.          Recognises a growing number of frequently used words or parts of words automatically.          Uses onset and rime to generate new vocabulary.          Checks that reading makes sense when reading aloud and self-corrects.          Begins to vary intonation and expression when reading aloud.</p>	<p>Draws on different strategies when reading unfamiliar material.          Has a broad and developing sight vocabulary.          Uses knowledge of sight vocabulary, phonics, context clues and grammar to read with fluency, understanding and expression.          Checks that reading is accurate when reading aloud.          Links (some) new meanings to words already known.          Knows the difference between statements, questions and exclamations.</p>

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	<p><b>An increasingly fluent and almost independent reader</b> shows all the features of a developing reader plus:</p> <p>Explains personal preferences for types of text and subject matter. Describes how characters express/represent the theme of a text. Reads silently most of the time. Re-tells narratives and selects information for oral presentation. Quotes from the text and refers to personal experience to support opinions/responses. Discriminates between reading for information and for imagination. Identifies differences in the ways different media texts present the same information or themes. Comments on different text features that contribute to authorial or directorial intent. Makes connections between texts on same topic. Discusses structure of different kinds of texts.</p>	<p><b>An experienced and often independent reader</b> shows all the features of increasingly fluent and almost independent reader plus:</p> <p>Pursues own interest in texts and types of texts chosen, reflecting on personal preferences Makes recommendations, with reasons, of satisfying texts. Reads for sustained periods of time and attempts unfamiliar complex texts. Prepares poetry/drama for performance. Synthesises information for concise verbal presentation. Identifies and summarises evidence from different elements of the text to support a hypothesis. Perseveres with more challenging texts. Critically evaluates texts by comparing how different text types treat the same information or themes. Identifies the main purpose and viewpoint in a text and shows awareness of the effect of the text on an audience. Draws confidently on a range of book and digital sources for information. Distinguishes between the views of the writer and those expressed by others in the text. Discusses the treatment of social or cultural themes over time.</p>	<p><b>An assured and independent reader</b> shows all the features of an experienced and often independent reader plus:</p> <p>Articulates personal responses to a range of texts and text types, analysing own response. Interprets and verifies information for oral or written presentation. Tolerates ambiguity about narrative endings. Identifies and describes the characteristics of different genres, styles of individual authors/directors/text type. Makes discriminating choices to expand personal repertoire. Identifies and distinguishes between explicit and implicit points of view in texts. Speculates on reasons for authorial/directorial/ editorial decisions and intent in communicating with the audience. Critically evaluates information from books or internet sources. Compares critically how different sources treat the same information, with reference to the texts.</p>
<p>Engagement and response</p>			

	<p>Understands that fiction can evoke other worlds.                  Begins to identify point of view in information material.                  Retrieves and summarises information on a common theme across different texts.                  Explores underlying themes and ideas, making reference to different elements of the text.                  Relates what is read to personal experience and knowledge of other subjects                  Explains the effects of figurative language in poetry.                  Identifies differences between the structures of fiction and information texts.                  Recognises differences between different types of non-fiction text.                  Uses knowledge of narrative text structure to hypothesise possible outcomes.                  Compares stories/information in different media.                  Identifies the effects of stylistic features in poetry.                  Compares the effects of figurative language in conveying emotion/theme.</p>	<p>Identifies features common to different texts or versions of the same texts.                  Uses relevant vocabulary to talk about structure and stylistic features.                  Infers reasons for characters' behaviour and motivation referring to specific points in the text.                  Comments on differences in text types in relation to author's intentions.                  Sees links between author's intentions/opinions and personal or world knowledge                  Identifies themes in novels and poetry.                  Understands how text sections order and build up ideas, or develop information.                  Evaluates specific texts with reference to their type.                  Understands how narrative tension is created in different stories.                  Identifies features of different fiction and non-fiction text types in different media.                  Explores how different texts appeal to readers, recognising how style and composition are linked to the purpose of the text.                  Analyses the effects of interactions between different elements of a text.</p>	<p>Discusses different social, cultural or historical aspects of texts.                  Uses relevant critical terminology in evaluating texts.                  Discusses nuances in character and motivation, relating to personal and text experience                  Infers authorial/directorial perspective, commenting on how messages, moods, feelings and attitudes are conveyed by making reference to the text                  Explains inferred meanings, drawing on evidence across the text.                  Compares different types of texts and identifies how their elements interact.                  Evaluates how authors present opinions in the light of personal experience and knowledge                  Uses knowledge of language conventions and organisational features of different types of text to support understanding and confirm predictions.                  Makes judgements about the effectiveness of style and composition in texts.                  Recognises how text elements are used to influence the reader/viewer.</p>
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	<p><b>An increasingly fluent and almost independent reader</b> shows all the features of a developing reader plus:</p>	<p><b>An experienced and often independent reader</b> shows all the features of increasingly fluent and almost independent reader plus:</p>	<p><b>An assured and independent reader</b> shows all the features of an experienced and often independent reader plus:</p>
<p>Reading skills</p>	<p>Can scan text for familiar words or phrases.                  Reads own text critically.                  Reads words, clauses and sentences with appropriate pauses and expression.                  Identifies some familiar word patterns and affixes, sentence structures and grammatical features.                  Uses dictionary to check accuracy of spelling.</p>	<p>Identifies an increasing range of grammatical features.                  Chooses appropriate strategies to read unfamiliar vocabulary.                  Uses thesaurus/internet sources to expand and confirm vocabulary knowledge.                  Shows accuracy and some versatility in reading aloud, varying volume, phrasing and pace.</p>	<p>Confidently uses grammatical terminology to talk about own and others' texts.                  Shows assurance in reading unseen material.                  Orchestrates all aspects of reading fluency: expression, volume, phrasing, pace and smoothness.</p>