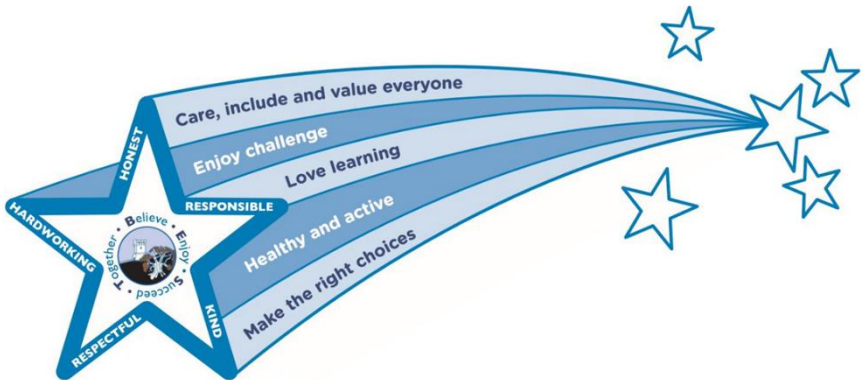


Whitehills Primary School

Our Shared
Language of Learning



Reading Progression
Second Level

Introduction

Within Second Level children will develop learning, knowledge and skills within reading using a variety of fiction and non-fiction texts. At least **two types of reading organisers will be taught per planning block, and one of these should be tools for reading.** Children will develop specific tools for reading to support the technical aspect of reading, for example building their knowledge of vocabulary, reading with fluency and using tools such as skimming and scanning to locate information. Tools for reading will be taught and developed across all reading organisers within second level.

This guide will outline the expected progress in reading across Second Level but also after a year of progress within a level, for example at the end of P5, P6 and P7. Please be aware that this is a guide and that children progress through learning at different rates so some children may exceed the expectations set below and others will require support to meet the expectations below. At Whitehills, we differentiate children's learning to support and challenge all children to progress in their learning at a pace that is suited to their needs.

There should be opportunities for children to read daily, including reading aloud at points within the week. At P5 - 7 stages children undertake reading using quality novels including text analysis. They will also participate in a Read, Write, Inc. Spelling lesson daily and develop knowledge and understanding in reading through specific punctuation and grammar lessons. Reading will also be promoted and encouraged through all subjects.

At P5-7 stages, we implement Read, Write, Inc. Fresh Start reading intervention for any child identified to be making significantly slower progress in reading for the expected standard at their stage. This is implemented 4 times per week.

Enjoyment and choice

By the end of P5 you can expect;
I can choose, with some support reading material at an appropriate level using the title, blurb, author, illustrations and genre to support my choices (books, poems, comics, magazines and websites)
I can discuss my favourite reading materials and explain why I like them
I can read by myself for extended periods e.g. up to 30 minutes

Enjoyment and choice

By the end of P6 you can expect;
I can choose reading material at an appropriate level using the title, blurb, author, illustrations and genre to support my choices (books, poems, comics, magazines and websites)
I can discuss my favourite reading materials and explain why I like them making reference to genre and author

I can read silently for extended periods e.g. approx. 30 – 40 mins

Enjoyment and choice

By the end of P7 you can expect;

I regularly choose to read more challenging texts for a given purpose and can read them confidently.

I can discuss my favourite reading materials with reference to genre, text type and author and explain why I like them

I can read silently for extended periods e.g. approx. 30 – 40 minutes

Tools for Reading

By the end of P5 you can expect;

I can read with fluency, expression and some understanding

I can, with support, increase my vocabulary by using context clues, other reading strategies and resources e.g. dictionary & thesaurus (this could link to Wow words in writing)

I am beginning to use my knowledge of context, punctuation, grammar and layout clues to read an unfamiliar word or text
I can use some reading skills and strategies to self-monitor and self-correct e.g. pictures or diagrams, and context clues
I am beginning to skim read to identify the main ideas of more texts
I can predict what will happen next in a text/story, demonstrating my understanding
I can read a section or a chapter from a text and begin to summarise what I have read

Tools for Reading

By the end of P6 you can expect;
I can read with fluency, expression and understanding
I can, with some support, use resources e.g. dictionary, thesaurus, glossary to increase my vocabulary in different subject areas (this could link to Wow words in writing)
I can combine my knowledge of context, punctuation, grammar and layout clues to read an unfamiliar word or text

I can use a wider range of reading skills and strategies to self-monitor and self-correct e.g. pictures or diagrams, context clues, prior knowledge and dictionaries

I can skim and scan a section of text to gain an initial understanding and find information

I can predict what will happen next in a text/story accurately, demonstrating my understanding

I can read a section or a chapter from a text and, with some support, summarise what I have read

I can begin to clarify the meaning of ideas/phrases and words within a text

Tools for Reading

By the end of P7 you can expect;

I can read with fluency, expression and understanding using appropriate pace and tone for the content

I can use resources e.g. dictionary, thesaurus & glossary to increase my vocabulary independently

I can combine my knowledge of context, punctuation, grammar and layout clues to read an unfamiliar word or text demonstrating understanding

I can use a wide range of reading skills and strategies to self-monitor, self-correct and can demonstrate my understanding of what I have read

I can skim read to identify the main ideas in a more complex text.

I can scan a text for a particular word or key information e.g. to find out the answer to a question

I can make an informed prediction about what will happen next using my knowledge and understanding of the text/story

I can read a section or a chapter from a text and summarise what I have read

I can clarify the meaning of ideas/words/sections within a text/story

Finding and Using Information

By the end of P5 you can expect;

I can begin to use the skills of:

skimming to gather an impression of what has been written

scanning to locate key information

text marking to retrieve information or ideas

I am beginning to use a variety of sources e.g. digital sources and non-fiction texts, to find information (written & visual sources e.g. graphs, charts, tables and maps)
I can use a contents page, index and glossary to find information.
I am beginning to take information in note form from texts and organise this in a chronological/logical order
I am beginning to take information in note form from texts and organise this in a chronological/logical order
I am beginning to use information/notes gathered from texts to create my own piece of text

Finding and Using Information

By the end of P6 you can expect;
<p>I can use the skills of:</p> <p>skimming to gather an impression of what has been written</p> <p>scanning to locate key information</p> <p>text marking to retrieve information or ideas</p>
I can, with support, use a variety of sources e.g. digital sources, non-fiction texts, articles and internet to find key information (written & visual sources e.g. graphs, charts, tables and maps)

I am beginning to select and/or reject relevant information.
I can use a contents page, index and glossary to find information.
I can take information in note form from texts, organise this and try to put the information into my own words
I can use information/notes gathered from texts to create my own piece of text that demonstrates some understanding of the topic or issue

Finding and Using Information

By the end of P7 you can expect;
<p>I can accurately use the skills of:</p> <p>skimming to gather an impression of what has been written</p> <p>scanning to locate key information</p> <p>text marking to retrieve information or ideas</p>
I can use a variety of sources e.g. digital sources, non-fiction texts, articles and internet to find, select and sort information (written & visual sources e.g. graphs, charts, tables and maps)
I can select and/or reject relevant information.
I can accurately use a contents page, index and

glossary to find information.

I can take information in note form, organise this appropriately and put the information into my own words.

I can use information/notes gathered from texts to create my own piece of text that demonstrates my understanding of topic or issue

Understanding, Analysing & Evaluating

By the end of P5 you can expect;

I understand that a text can be a novel, a newspaper, an online article, a television show, a film and many more.

I am beginning to learn that the purpose of a text is to persuade, inform or entertain (PIE)

I am beginning to be aware of the intended audience for a text

I can identify the main idea in a text/story and pick out some supporting detail

I can, with support, discuss setting, plot, characters, and point of view

I can make reference to vocabulary, sentence structure and punctuation

I can begin to identify imagery in a text – similes and metaphors
I can respond to a range of different question types about a text i.e. literal, inferential and evaluative
I can show my understanding of texts by answering questions in my own words
I can show my understanding of texts by asking appropriate questions
I can distinguish the difference between fact and opinion
I am beginning to recognise when I am being influenced or persuaded by the language that the writer uses e.g. word choice and repetition
I am beginning to assess how useful and reliable my sources are, including digital media
I can discuss aspects of structure, characterisation and setting
I can begin to identify the language the author has used to create different themes and feelings
I can explain how this relates to my own experiences and those of my peers

I am beginning to understand the effect of imagery and descriptive language

Understanding, Analysing & Evaluating

By the end of P6 you can expect;

I understand that a text can be a novel, a newspaper, an online article, a television show, a film and many more.

I am learning that the purpose of a text is to persuade, inform or entertain (PIE)

I am aware of the intended audience for a text

I can identify purposes and main ideas in a text/story and pick out supporting detail

I can discuss setting, plot, characters, and point of view.

I can comment on vocabulary, sentence structure and punctuation

I can begin to identify imagery in a text – simile, metaphor, personification

I can respond, with increasing accuracy, to a range of different question types about a text i.e. literal , inferential and evaluative

I can show my understanding of texts by summarising relevant parts of the text when I answer questions

I can show my understanding of texts by creating

different types of appropriate questions (literal, evaluative, inferential)
I can distinguish the difference between fact and opinion and begin to explain my reasons
I can recognise when I am being influenced or persuaded by the language that the writer uses e.g. word choice, repetition, rhetorical questions
I can assess how useful and reliable my sources are, including digital media
I can discuss aspects of structure, characterisation and setting using some examples from the text
I can identify the language the author has used to create different themes and feelings
I can explain how this relates to my own experiences and those of my peers and begin to offer an emotional response
I can make relevant comments about the effect of imagery and descriptive language
I can begin to compare and contrast techniques that different authors use

Understanding, Analysing & Evaluating

By the end of P7 you can expect;

I understand that a text can be a novel, a newspaper,

<p>an online article, a television show, a film and many more.</p>
<p>I can work out the purpose of a text by thinking about why a text was created and deciding if it is to persuade, inform or entertain (PIE)</p>
<p>I am beginning to be aware of the intended audience for a text and use W.I.G.A.N to support this (Wants, Interests, Gender, Age, Nationality)</p>
<p>I can identify purposes and main ideas across a range of texts and pick out supporting details</p>
<p>I can discuss texts with reference to setting, plot, characters and themes, and author's craft.</p>
<p>I can identify and make relevant comments about vocabulary, sentence structure and punctuation</p>
<p>I can identify and discuss imagery in a text e.g. similes, metaphors, personification</p>
<p>I can respond, with accuracy, to a range of different question types about a text i.e. literal, inferential and evaluative</p>
<p>I can show my understanding of texts by summarising the text when I answer questions.</p>
<p>I am beginning to be able to paraphrase (re-statement of a short segment of text as if from the narrator's perspective</p>

I can show my understanding of texts by creating different types of appropriate questions (literal, evaluative, inferential)
I can distinguish the difference between fact and opinion with appropriate explanation
I can recognise when I am being influenced or persuaded and articulate my response to this e.g. word choice, emotive language, rhetorical questions and/or repetition
I can assess how useful and reliable my sources are, including digital media and use evidence to support my view
I can confidently discuss structure, characterisation and setting using some examples or quotations from the text
I can analyse how the author has created different themes, moods and feelings through different aspects of language
I can explain how this relates to my own experiences and those of my peers and offer an emotional response
I can make relevant comments about the effect of imagery and descriptive language making reference to the text
I can compare and contrast techniques that different authors use