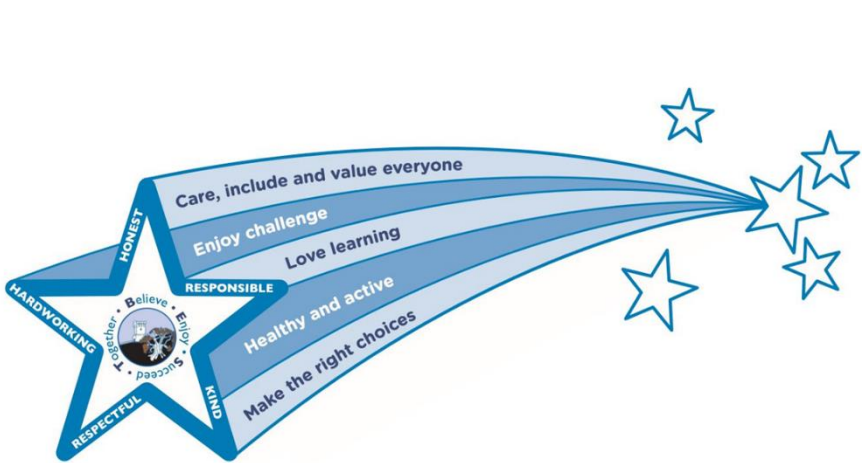


# Whitehills Primary School

## Our Shared Language of Learning



## Reading Progression First Level

## Introduction

Within First 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 our core scheme, Read, Write, Inc. Phonics, includes coverage of all reading organisers every term.*** Children will develop specific tools for reading to support the technical aspect of reading, for example using knowledge of sounds to read words, building up a bank of non-decodable words (Red Words) and developing an understanding of sentence structure. Tools for Reading will be taught and developed across all reading organisers within First Level.

This guide will outline the expected progress in reading across first level, and also after a year of progress within a level. 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. 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. Across the P2-4 stages, children will undertake Read Write Inc. Phonics and progress to RWInc Comprehension, Read, Write Inc Spelling and real novels. Reading will also be promoted and encouraged through all subjects.

### Enjoyment and choice

<b>By the end of P2 you can expect;</b>
I can talk about texts and express opinions about things I like or dislike
I can choose a book from a selection and explain why I chose it e.g. favourite characters or interests, covers and pictures

### Enjoyment and choice

<b>By the end of P3 you can expect;</b>
I can talk about texts and express opinions about things I like or dislike
I can choose a book from a selection and explain why e.g. favourite characters, interests, blurb and title

### Enjoyment and choice

<b>By the end of P4 you can expect;</b>
I can talk about different types of texts and explain why I prefer certain texts and authors, giving a personal response
I can choose a book based on authors that I enjoy, favourite characters, interests, blurb and/or title and explain why

## Tools for Reading

### **By the end of P2 you can expect;**

I can read and say all vowel sounds and alternative vowel sounds made by combinations of letters (RWI Set 2 and 3 Sounds)

I can use my knowledge of known sounds (Set 1, 2 & 3) to blend and read decodable words (RWI Green Words with set 2 & 3 sounds)

I can read almost all red words from RWI up to Yellow Level story books (See Appendix 2)

I can read RWI Yellow Story Books and begin to use a story tellers voice (read with expression)

I am beginning to show an awareness of punctuation marks when I read e.g. full stop, exclamation mark, question mark, comma

I can begin to use context clues to support my understanding of the story or text (e.g. illustrations)

I am able to add to my vocabulary as I come across words which are new to me (Words to Keep)

## Tools for Reading

### **By the end of P3 you can expect;**

I can confidently read and say all vowel sounds and alternative vowel sounds made by combinations of letters (RWI set 2, set 3 and additional RWI sounds)

I can use my knowledge of known sounds (Set 1, 2, 3 & additional sounds) to blend and read longer (RWI multi-syllabic Green Words)

I can read almost all red words from RWI up to Grey Level story books (See Appendix 2)

I can read RWI Grey Story Books and use a story tellers voice (read with expression)

I can read showing an awareness of punctuation marks e.g. full stop, exclamation mark, question mark, comma, speech marks

I can use context clues to support my understanding of the story or text (e.g. illustrations and dialogue)

I am able to add to my vocabulary as I come across words which are new to me (Words to Keep)

## Tools for Reading

### **By the end of P4 you can expect;**

I can confidently recognise and read all vowel sounds and alternative vowel sounds made by combinations of letters (RWI set 2, set 3 and additional RWI sounds)

I can confidently use my phonic knowledge to decode unfamiliar words and an increasing amount of complex words

I can read at least half of the RWI orange words year 3 and 4 list (P4 & P5)

I can read a range of texts/novels aloud with fluency and expression, paying attention to punctuation and grammar (including speech) within texts/novels

I can use context clues, decoding, and pay attention to a range of punctuation and grammar to support my understanding of the story or text

I am able to add to my vocabulary as I come across words which are new to me (Words to Keep)

### **Finding and Using Information**

#### **By the end of P2 you can expect;**

I am beginning to recognise different types of text and the features that they have e.g. story (beginning, middle, end), poem (rhyme), non-fiction (photos, diagrams, headings)

I know the difference between fiction and non-fiction texts

I can locate information on a given page in response to a question

### **Finding and Using Information**

#### **By the end of P3 you can expect;**

I can recognise different types of text and the features that they have e.g. story (beginning, middle, end), poem (rhyme, layout), non-fiction (photos, diagrams, headings, contents)

I can begin to talk about non-fiction texts and their features e.g. contents, diagrams and photos, headings

I can locate specific information – key events, character's names or key information in a text/story

I can begin to use contents and index pages to locate information

I can begin to use text marking to find key words and

basic information e.g. highlighting

### **Finding and Using Information**

#### **By the end of P4 you can expect;**

I can recognise a wider range of texts and the features that they have e.g. story (beginning, middle, end), poem (rhyme, layout, rhythm), non-fiction (photos, diagrams, headings, sub headings contents, index)

I can identify a specific fiction or non-fiction text type from some of its features i.e. layout, diagrams, photos, index, contents, headings & sub headings

I can use contents, index, glossary, headings, sub headings and diagrams to locate information

I can use my knowledge of the alphabet to locate information in an index or dictionary

I can use text marking to support retrieval of information from texts e.g. note making and highlighting

I can use layout, headings, sub headings, diagrams, contents, index pages and glossary to find information

### **Understanding, Analysing & Evaluating**

#### **By the end of P2 you can expect;**

I can retell stories and significant events in sequence

I can tell the most important event in a story/text

I am beginning to understand that different texts have



different purposes, e.g. storybook, non-fiction text
I can answer different types of simple questions about a text i.e. literal -fastest finger, inferential - have a think
I can begin to ask simple questions about a text
I know the difference between fiction and non-fiction texts
I can say who the characters are, what happens to them and where the story takes place
I can make a prediction about what might happen next
I can identify interesting words the author has used (this should include Scottish words, where appropriate)
I can begin to relate the text/story to my own experiences

**Understanding, Analysing & Evaluating**

<b>By the end of P3 you can expect;</b>
I can retell the beginning, middle and ending of a story
I can identify the main idea in a story/text
I understand that different texts have different purposes e.g. magazine, storybook, recipe
I am beginning to learn that the purpose of a text is to persuade, inform or entertain (introduce the term PIE)
I can answer different types of questions about a text i.e.

literal -fastest finger, inferential - have a think
I can begin to use question stems to help me formulate my answer in a sentence
I can ask simple questions about a text
I can identify and discuss factual information from texts I have read/listened to
I can talk about characters, events and setting in a story, and begin to identify effective use of language e.g. description, alliteration, wow words
I can make meaningful predictions
I can talk about the words and features the author has used (this should include Scottish words and phrases)
I can make connections between what has happened to characters and my own life
I can relate events in texts to my own experiences and identify similarities and differences

**Understanding, Analysing & Evaluating**

<b>By the end of P4 you can expect;</b>
I can retell the events from a story in chronological order
I can identify the main idea in a story/text
I am learning that the purpose of a text is to persuade, inform or entertain (use the term PIE), e.g. the purpose of

a story is to entertain the reader, the purpose of a non-fiction text is to inform the reader

I can answer different types of questions about a text i.e. literal -fastest finger, inferential and evaluative - have a think

I can use question stems to help me formulate my answer in a sentence.

I can ask relevant questions about a text

I can give my opinion on how successful the author has been in their choice of setting, characters and storyline

I can make meaningful predictions and explain reasons

I can talk about how the author uses word choice, phrases and sentence structure to create effective characters, settings and plots (this should include Scottish words and phrases where appropriate)

I can explain what the author was trying to say through the story and relate it to my own experiences

I can talk about how facts, characters and events in books relate to my life