

**Literacy Progression Pathways**

|  |  |  |  |
| --- | --- | --- | --- |
| **First Level Reading** | Curriculum Organisers | Experiences and Outcomes | **First Level Reading**Learning Steps Progression |
|  | **First 1** | **First 2** | **First 3** |
| **Enjoyment and choice** | ***I regularly select and listen to or watch texts, which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.*** **LIT 1-11a / LIT 2-11a**  | * **Decide between a fiction or non-fiction book for a given purpose.**
* Choose a book at own level to read for enjoyment, with support.
* **Select books using cover and title independently.**
* **Explain the terms author and illustrator.**
* Read independently for 5-10 minutes.
* Name *a few* examples of types of texts other than stories for example emails, a CV or letters.
* **Give reasons for preferring texts / genres and authors, with support.**
* Show a personal response in a given way.
 | * **Select an appropriate text for a given purpose.**
* Choose a book at own level to read for enjoyment, and be able to talk about it.
* **Select books using cover, title, author and/or illustrator independently.**
* **Explain the term “blurb”.**
* Read independently for 10-15 minutes.
* List *various* examples of types of texts other than stories/prose.
* **Give reasons for preferring texts / genres and authors.**
* Show a personal response in different ways.
 | * **Select and justify a choice of text.**
* Finish most of the books chosen to read for enjoyment, and be able to talk about it.
* **Select books using cover, title, blurb, author and/or illustrator independently.**
* Read independently for 15-30 minutes.
* Identify some features of different types of genre.
* **Give opinions on and compare a range of texts.**
* Choose a way to show a personal response to a given text.
 |
|  |
| **Tools for Reading** | ***I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression.*** ***ENG 1-12a*** | * **Use both the pictures and the words when reading to help understanding.**
* **Begin to read aloud with expression by ‘saying it like the character’.**
* **Notice and begin to use full stops, commas, question marks and exclamation marks when read aloud.**
* Find and show nouns, verbs and adjectives in a piece of text
* Find and show joining words in a sentence.
* **Know most letter sounds include rhyming words.**
* **Use knowledge of phonics to sound out tricky words.**
 | * **Understand most of what they are reading/have read.**
* Demonstrate some fluency in reading.
* **Read aloud with expression.**
* **Begin to use punctuation marks when reading out loud more frequently e.g. exclamation marks, speech marks, commas and question marks.**
* Recognise nouns, verbs, adjectives and connectives in a piece of text.
* Identify examples of onomatopoeia and alliteration.
* Identify past or present.
* **Use knowledge of phonics and spelling patterns to de-code tricky words.**
* **Use a range of ways to split unfamiliar words into parts that are known.**
 | * **Understand what they are reading across most genres.**
* Read aloud with fluency.
* **Read aloud with expression and pay attention to punctuation and layout.**
* **Recognise and understand the effects of bold and italic lettering.**
* Recognise pronouns and adverbs in a piece of text.
* Begin to identify examples of similes and metaphors.
* **Use knowledge about how words are built (prefix, suffix, root words, contractions and word families) to read and understand tricky words.**
 |
| ***I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear.******LIT 1-13a*** | * **Make good guesses about what will happen next in a book (predictions).**
* **With support, begin to self correct when reading doesn’t make sense.**
* Be able to read most of own writing out loud.
 | * **Use meaning (context) to make sense when reading.**
* **Begin to self-correct independently when reading doesn't make sense.**
* Be able to read own writing out loud.
 | * **Use meaning (context) when reading to learn new words and employ word attack strategies when stuck.**
* **Self-correct regularly when their reading doesn’t make sense.**
* Read own writing aloud with expression and intonation
 |
|  |  |
| **First Level Reading** | **Finding and using information** | ***Using what I know about the features of different types of texts, I can find, select, sort and use information for a specific purpose.******LIT 1-14a******I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts.******LIT 1-15a******.***  | * **Identify the contents and index pages in reference books**.
* **Identify the differences between fiction and non-fiction texts.**
* **Find information when asked in a non-fiction text.**
* **Summarise the main idea, in simple terms, of a text/paragraph at their level.**
* **Begin to skim and scan for key information.**
* **Recall information after reading a text, and draw pictures to show what has been learned.**
* Organise and classify ideas and information under given headings, with support.
* Use alphabetical order to the first letter.
 | * **Use contents and index pages in familiar reference books (including dictionaries).**
* **List different types of texts (fiction, non-fiction, and poetry).**
* **Find information from pictures, diagrams and charts (including ICT contexts).**
* **Identify key points in a text and summarise a paragraph, with support.**
* **Skim and scan for key information.**
* **Record information I have read and begin to take simple notes.**
* Note where information has come from (source).
* Organise and classify ideas and information under given headings.
* Use alphabetical order to the second and third letter.
 | * **Use contents, index and glossary pages in reference books and other sources.**
* **List and discuss different types of text (fiction, non-fiction, and poetry).**
* **Use headings, subheadings and diagrams to help locate information**
* **Find the chapter titles and table of contents in a book or magazine.**
* **Identify key points and summarise the main ideas in a selected piece of text.**
* **Use a range of strategies to find information;**
* **Arrange information gathered into note form.**
* Note the source of information and begin to consider whether it is reliable.
* Suggest some simple headings to help create new texts.
* Begin to use alphabetical order to find words in a dictionary or thesaurus.
 |
|  |
| **Understanding, analysing and evaluating** | ***To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text.******LIT 1-16a*** | * **Answer, open and closed questions about the main ideas and purpose.**
* **I can put the events in a text in the right order.**
 | * **I can retell the beginning, middle, and ending of a story and talk about the main ideas.**
* **Begin to make appropriate suggestions on the purpose of a text.**
 | * **Interpret main ideas by retelling the story in own words.**
* **Retell the events from a story in chronological order.**
* **Make appropriate suggestions on the purpose of a text.**
 |
| ***To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own.******ENG 1-17a*** | * **Know the differences between different types of questions e.g. open and closed.**
* ***Ask* questions simple comprehension questions - before, during and after**.
* Be aware of different comprehension strategies to use before and during reading.
* **Talk about the characters, events and setting in a story and make meaningful predictions, with support.**
 | * **Know the differences between literal, inferential and evaluative questions.**
* ***Ask* and *answer* questions to develop knowledge and understand of a topic/theme before, during and after reading.**
* Choose a comprehension strategy before and during reading to help understanding.
* **Talk about the characters, events and setting in a story and make meaningful predictions in keeping with the story.**
 | * **Answer literal, inferential and evaluative questions about a text.**
* ***Ask, answer* and *construct* relevant questions to extend knowledge and understand of a topic/theme before, during and after reading.**
* Choose an appropriate strategy before and during reading, based on the type of text.
* **Answers questions about the characters, events and setting in a story to predict what will happen next.**
 |
| **Understanding, analysing and evaluating (cont.)** | ***To help me develop an informed view, I can recognise the difference between fact and opinion.******LIT 1-18a*** | * **Know the difference between fact and opinion.**
* **Recognise facts and opinions in a text.**
 | * **Say whether a fact or opinion is important or not.**
* **Compare facts and opinions.**
 | * **Identify the purpose and audience of a text to understand whether it is fact or opinion.**
* **Be aware of differing opinions.**
* **Say whether a fact or opinion is relevant.**
 |
| ***I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences, and comment on the effective choice of words and other features.******ENG 1-19a*** | * Identify the characters, and discuss the setting and events in a text.
* Comment on the words the author has used and begin to relate these to how it makes them feel and/or the effect it has on the text.
* Think about what the writer’s message may be.
* **Link the story with own experiences.**
 | * Compare different characters and story events with those in other stories/texts.
* Comment on the words and features the author has used and relate these to how it makes them feel and/or the effect it has on the text.
* Suggest what the writer’s message may be.
* **Relate aspects of story/text to own experiences.**
 | * Comment on how successful the author has been in his/her choice of setting, characters and storyline.
* Comment on the success of the author’s choice of words, phrases and sentence structure.
* Summarise and justify what the writer’s message and relate to own experience.
* **Relate facts, structure, character and /or settings in texts/stories to own experiences.**
 |