Literacy and English: Development and progression in reading

EARLY

Learners share their feelings and ideas about texts which they enjoy. By interacting with text in their environment, learners recognise that print conveys meaning. Through engagement with a variety of texts and exploring how the written word is organised and presented, they develop their understanding of concepts about print.

Learners are developing the ability to hear and articulate sounds in words. As they progress, they recognise the relationship between sounds and letters, and can use this knowledge to help them decode. They are developing their ability to read frequently used words and are beginning to use their phonic, word recognition and grammatical skills to help them to cross-check with clues which come from the context.

Learners use their knowledge of language patterns to help them read with increasing accuracy.

When engaging with texts, learners draw on their prior knowledge and experience to help them make meaning. They are beginning to read familiar texts with confidence.

FIRST

Learners comment briefly on texts which they enjoy and give reasons for their personal preferences. They are beginning to use a range of reading strategies to improve accuracy and make meaning.

They read an increasing number of words accurately and automatically and are developing a range of strategies to decode unfamiliar, phonetically complex words.

With support, learners draw upon their developing knowledge of punctuation, grammar and context to read unfamiliar words, phrases and sentences with accuracy and understanding. Their vocabulary broadens as they read a range of materials and they apply their knowledge in a variety of contexts.

As they progress, learners identify the purpose of the text, and make brief comments on the writer's use of language, structure and layout to convey ideas. They make simple inferences to help them read with understanding.

Learners read an increasing range of texts, from a variety of different forms, with some independence.

SECOND

Learners regularly explain the choices they have made about their personal reading and are able to give clear reasons for their preferences. They read unfamiliar texts with increasing fluency and understanding by integrating their knowledge of context, structure, vocabulary, punctuation and grammar.

As they move from learning how to read to using reading to help them learn, they become increasingly confident in selecting suitable reading strategies for the task in hand. They can explain which strategies they find most useful and why.

Learners are beginning to read more critically. They can identify, discuss and make comments on the information, ideas, values and attitudes represented in a text. Increasingly, they are able to use these skills to recognise the ways in which writers influence them. They compare and contrast texts, and make brief comments on each writer's choice and use of language.

Learners are increasingly able to make inferences and offer personal evaluations, providing some support for their interpretations with evidence from the text and their background knowledge. They are able to recognise different types of questions, and are increasingly able to use this knowledge to formulate questions of their own.

THIRD – FOURTH

Learners read a wide range of increasingly complex texts with fluency and understanding. They understand why they prefer particular texts and are able to explain their preferences to others, illustrating these by specific references to the texts.

Having consolidated their knowledge of structure, vocabulary, punctuation and grammar, they independently employ a range of strategies to find and use specific information. Using more refined context and genre clues, learners extract varying kinds of information from texts, sorting, summarising and using such information for a range of purposes.

With increasing confidence, readers demonstrate overall and detailed understanding of ideas and arguments and are more able to infer from, compare and contrast different types of texts.

As critical readers, learners are able to recognise persuasion, opinion and bias and evaluate how writers convey these. They use this awareness to assess with increasing accuracy the value, reliability and credibility of source material across the range of their learning.

Learners grow in confidence in analysing and evaluating writers' use of structure, characterisation and setting, using an increasing range of critical terminology to do so. They can relate content and theme to their own experience. By the end of this phase, learners are able to use these skills to access a variety of texts within and beyond the curriculum.