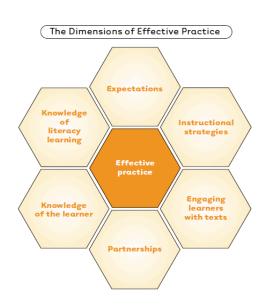# Reading Progressions Year 1-5

This document was created by Whakarewarewa School staff using the NZC, Reading and Writing Standards and the Literacy Learning Progressions. It is indicative of the reading skills and behaviours required to meet the curriculum by the end of each year. A differentiated programme will be needed to ensure all students are scaffolded to progress in their learning. The learning intentions listed in this document are not in linear order and are not intended to be used as such. The needs of the learners, as identified through formal and informal data gathering, drives learning at all times at Whakarewarewa School. The reading progressions for the end of year 6 and the end of year 8 may be more suitable for some higher readers in these year levels. Depending on the needs of students, some of the success criteria may at times become a learning intention for a group of students, for a short period of time.

At Whakarewarewa School reading programmes are characterised by the following:

- These progressions are used to inform planning and assessment
- Differentiated practices, based on needs, as ascertained by current and reliable data
- Integration of reading into other curriculum areas, and in particular with writing as much as possible
- The deliberate selection and integration of reading strategies across a range of texts and across the curriculum
- A balance of fiction and non-fiction text, in print and electronic media
- Teachers and students using the correct vocabulary as set out in this document to ensure students experience the same language of learning from class to class
- The development of assessment capable learners who understand and can articulate the following:
    - Where am I going? What are my goals?
    - How am I going? What progress is being made towards the goal?
    - Where to next? What activities need to be undertaken next to better progress?

- Dimensions of effective practice: The Ministry of Education handbooks *Effective Literacy Practice in Years 1 to 4* and *Effective Literacy Practice in Years 5 to 8* set out six dimensions of effective literacy practice, which have been identified in both New Zealand and international studies. This section of TKI outlines some of the key links between the dimensions of effective practice and the reading and writing standards. This should be read at team level and implemented by teachers in class programmes.

The Dimensions of Effective Practice

How to use this document:
- Comprehension skills as highlighted in grey. Students should not necessarily be held back if not all comprehension skills are achieved. It will depend on the individual and other available data/information, for example the running records. Some younger

students will be more likely to move up even if some comprehension skills are not achieved. Gaps can be transferred to the next level.

- The other learning intentions (non grey areas) are important progressions and supports all the developing reading skills. These progressions should be taught as part of class reading programmes (e.g. as a focus during shared reading times). If they are not all achieved, the student may still progress to the next level. This will depend on the individual and other available data/information, for example the running records.
- If a child is reading 'at' green level, then the LIs and SC in this document in the green section will be applicable.
- These reading progressions are not a checklist to be worked through. They can form the basis of your guided reading programme and should be used to inform planning.
- Data analysis, identifying of goals and any other planning will start with the reading progressions but other resources can also be drawn on.
- Progressions can be used to plan and teach a specific reading group and sometimes for "clinics" i.e. students across the class with the same identified learning need.
- The success criteria in this document should be used as a guide. It is written in teacher language and co-construction of success criteria should take place with students.

Curriculum Expectations:

After 40 weeks (1 year) at school

After one year at school, students will read, respond to, and think critically about fiction and non-fiction texts at the green level of Ready to Read.

After 80 weeks (2 years) at school

After two years at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Turquoise level of Ready to Read.

After 120 weeks (3 years) at school

After three years at school, students will read, respond to, and think critically about fiction and non-fiction texts at the Gold level of Ready to Read.

By the end of year 4

By the end of year 4, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 2. Students will locate and evaluate information and ideas within texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum.

By the end of year 5

By the end of year 5, students will read, respond to, and think critically about texts in order to meet the reading demands of The New Zealand Curriculum as they work towards level 3. Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum. The text and task demands of the curriculum are similar for students in year 5 and year 6.

Reading Colour/Level: Magenta Levels 1-2	

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
● about the different parts of the book	● I can point to: the front cover, back cover, spine, title, title page, a letter, words, illustrations, capital letter, lower case letter, beginning and end of the story
● read in the correct direction	● I hold the book up the right way ● I keep the book still when I read ● I start reading from the top of the page (know where to start reading /left page before right page) ● I read from left to right ● I know where the next line begins (return sweep) ● I can point under each word as I read (match one to one)
● know my alphabet letters and can make their sounds	● I know some letter names ● I know some letter sounds ● I can say a word that starts with the letters I know
● use the pictures	● I can look at the pictures to help me understand the story ● I can look at the pictures to help me talk about the story ● I can look at the pictures to help me read a word
● explore basic punctuation in text	● I know where to find a full stop in the story ● I know where to find a capital letter in the story
● read some words	● I read some high frequency words ● I get my mouth ready to say the word ● I can remember the words I use in my reading and writing
● answer question	● I can answer questions about the text
● retell	● I can say what has happened at in the story ● I can start at the beginning and retell the story in order
● predict	● I can say what I think might happen in the text
● visualise what I am reading about	● I can create a picture in my head as I read
● use prior knowledge	● I can talk about my experiences related to the text

Note:
- Texts will include both fiction and non-fiction in electronic and print media
- Grey section indicates comprehension skills

Reading Colour/Level: Red Levels 3-5	

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
● know my alphabet letters and can make their sounds	● I know most letter names ● I know most letter sounds ● I can say a word that starts with the letters I know
● decode	● I know the first and last sounds in words ● I can read inflections (s, ed, ing) ● I can recognise some rhyme
● understand simple punctuation	● I can find a full stop and say what it is for ● I can find a capital letter and say what it is for ● I can find a comma and say what it is for ● I can find bold text and say what it is for
● read words	● I can read high frequency words ● I get my mouth ready to say the word ● I can remember the words I use in my reading and writing
● read for meaning	● I can stop when I make a mistake ● I can ask myself if my reading makes sense ● I can look at the illustrations to check ● I can look at the initial sound of words to check ● Go back to the start of the sentence (re-read)
● answer questions	● I can answer questions about the text
● retell	● I can say what has happened at in the story ● I can start at the beginning and retell the story in order
● predict	● I can say what I think might happen in the text ● I can check if my prediction was correct
● visualise what I am reading about	● I can create a picture in my head as I read
● use prior knowledge	● I can talk about my experiences related to the text
● make connections	● I can relate the text to my personal experiences

Note:
- Texts will include both fiction and non-fiction in electronic and print media
- Grey section indicates comprehension skills

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
● decode	● I can use my letter sound knowledge to help me read unknown words ● I can blend the sounds together to read a word ● I can use some digraphs and blends (sh, th, ch, bl, pl) to help me read words ● I can recognise rhyme to help me read unknown words
● read many words	● I can read my ring words (balloon, dolphin, tree words) ● I can remember the words I use in my reading and writing ● I can read inflections (s, ed, ing) ● I can recognise and read compound words
● read with fluency and expression	● I can read aloud with fluency ● I can read aloud with expression ● I can group words together in phrases ● I can use the punctuation to help me read with a talking voice ● I can notice bold print and change my voice
● explain author, title and illustrator	● I can say what the author and illustrator do ● I can name the title of the book
● read for meaning	● I can think about the context while I read ● I can stop when what I read does not make sense ● I can look at the illustrations to check for meaning ● I can re-read and fix the word/s I found tricky ● I can try a new word and think about what makes sense
● ask and answer questions	● I can answer literal questions in the text ● I can ask questions about the text
● retell	● I can say what has happened at in the story ● I can start at the beginning and retell the story in order
● predict	● I can say what I think might happen in the text ● I can check if my prediction was correct
● use prior knowledge	● I can talk about my experiences and how it relates to the text ● I can use what I know to help me understand what I am reading
● visualise what I am reading about	● I can create a picture in my head as I read
● make connections	● I can relate the text to my personal experiences
● infer with the teacher's help	● I can think about the message the author is giving me

Note:
- Texts will include both fiction and non-fiction in electronic and print media
- Grey section indicates comprehension skills

Reading Colour/Level: Blue Levels 9-11	

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
● decode	● I can read words with digraphs or blends in them ● I can read endings on words (er, ed, y, ee, magic -e) ● I can look for little words in big words ● I can use my knowledge of onset and rime ● I know my alphabet
● read many words	● I can read my balloon, dolphin, tree and helicopter ring words in different contexts ● I can find contractions in the text and say what they are short for ● I can read compound words and say the two words that are joined ● I can recognise familiar parts of new words
● read with fluency and expression	● I can read aloud with fluency ● I can read aloud with expression ● I can group words together in phrases ● I can use the punctuation to help me read with a talking voice ● I can notice bold print and change my voice ● I can read text silently
● read for meaning	● I can think about the context while I read ● I can stop when what I read does not make sense ● I can look at the illustrations to check for meaning ● I can re-read and fix the word/s I found tricky ● I can try a new word and think about what makes sense
● retell and summarise a text	● I can retell the main events in order ● I can retell the main events with supporting detail ● I can summarise the story in my own words with my teacher's help
● predict	● I can make predictions about what the text might be about (use the cover, title, pictures and/or text type) ● I can re-predict during and after reading
● use prior knowledge	● I can use what I know about reading ● I can use vocabulary I know ● I can use my knowledge of the topic ● I can use my knowledge of text types
● ask and answer questions	● I can answer literal questions about the text ● I can ask questions about the text
● visualise what I am reading about	● I can create a picture in my head as I read
● making connections	● I can relate the text to my personal experiences ● I can relate the text to other texts I have read ● I can say how I feel about the text
● infer with the teacher's help	● I can think about the message the author is giving me ● I can use the text and what I know to help me understand (prior knowledge and clues from the text)

Note:
● Texts will include both fiction and non-fiction in electronic and print media
● Grey section indicates comprehension skills

By the end of year 1 (NZC: early level 1)

Reading Colour/Level: Green Levels 12-14

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
● decode	● I can look for known groups of letters to read unknown words (chunking) ● I can use my knowledge of (sh,ch, ow, ai,th,oy) to help me work out words ● I know that some words have a vowel sound that is not spoken (e at end of word) ● I know how to flip the vowel when it doesn't sound right (long/short vowels **a**bout **a**nd) ● I know when two vowels go walking the first one does the talking (**oa** says **o** as in b**oa**t) ● I can read different word endings (-er, y, tion, ly, ent, en) ● I know my alphabet and can arrange words alphabetically
● read many words	● I can read my balloon, dolphin, tree and helicopter ring words in different contexts (100-200 words) ● I can find contractions in the text and say what they are short for ● I can read compound words and say the two words that are joined ● I can recognise familiar parts of new words
● read with fluency and expression	● I can group words together in phrases ● I can use the punctuation and text features to help me read with a talking voice ● I can read text silently
● about fiction text	● I can identify a fiction text and say why it is fiction ● I can talk about what you will find in a fiction text (characters, problems, solutions ● I can identify the words inside speech marks/bubbles as spoken by the character ● I can talk about why we read fiction texts (imaginary, creative)
● about non-fiction text	● I can identify a non- fiction text and say why it is non- fiction ● I can name the parts of the book (context, index, diagrams, sections, labels, photos) ● I can talk about why we read non-fiction texts (facts, knowledge, inquiry)
● read for meaning	● I can think about the context while I read ● I can stop when what I read does not make sense ● I can look at the illustrations to check for meaning ● I can re-read and fix the word/s I found tricky ● I can try a new word and think about what makes sense ● I can use what I have read to help me understand the meaning of new words
● retell and summarise a text	● I can retell the main events in order ● I can retell the main events with supporting detail ● I can summarise the story in my own words with my teacher's help
● ask and answer questions	● I can use some of the exact words from the question to answer a question. ● I can explain what I am thinking when I am reading ● I can ask questions for clarification
● predict	● I can make predictions about what the text might be about (use the cover, title, pictures and/or text type) ● I can re-predict during and after reading
● visualise what I am reading about	● I can create a picture in my head as I read using my own experiences and prior knowledge
● making connections	● I can relate the text to my personal experiences ● I can relate the text to other texts I have read ● I can say how I feel about the text

● infer with the teacher's help	● I can think about the message the author is giving me ● I can use the text and what I know to help me understand (prior knowledge and clues from the text)
● use prior knowledge	● I can use what I know about reading ● I can use vocabulary I know ● I can use my knowledge of the topic ● I can use my knowledge of text types

Note:
- Texts will include both fiction and non-fiction in electronic and print media
- Grey section indicates comprehension skills

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
● decode independently	● I can use the decoding strategies independently (beginning/middle/end sounds, picture cues, re-reading, reading on, think about the story and what makes sense)
● read many words	● I can find a contraction and identify the missing letter, expand it and know why we use contractions ● I can read compound words and say the two words that are joined ● I can read suffixes like -ment and -tion and know they change the meaning of an adjective or a verb to a noun ● I can read prefixes (un, dis, in, im) and know that they mean not ● I can read the prefix re and know it means again ● I can use syllables to help me read unknown words
● read with fluency and expression	● I can group words together in phrases ● I can use punctuation (exclamation marks, question marks, speech marks, commas) to read with a talking voice ● I can use text features (bold print,italics) to help me read with a talking voice
● read silently	● I know that silently means no sound ● I know that silent reading isn't just looking at illustrations ● I know reading silently means reading in my head
● discuss the setting	● I can describe where and when the story is taking place
● discuss the characters in the text	● I can identify the main character ● I can identify the minor characters ● I can describe the characters (use information from the text)
● talk about the plot	● I can identify the problem/s ● I can identify the events ● I can identify the solutions
● read for meaning	● I can think about the context while I read ● I can stop when what I read does not make sense ● I can look at the illustrations to check for meaning ● I can re-read and fix the word/s I found tricky ● I can try a new word and think about what makes sense ● I can use what I have read to help me understand the meaning of new words
● make some simple inferences	● I can think about what the words are telling me ● I can think about what the pictures are telling me that the words are not ● I can talk about what the characters might be thinking or feeling ● I can find the find the hidden message by finding clues within the text
● visualise what I am reading about	● I can create a picture in my head as I read using my own experiences and prior knowledge
● ask and answer questions	● I can use some of the exact words from the question to answer a question ● I can explain what I am thinking when I am reading ● I can ask questions for clarification ● I can use a dictionary to check for meaning

● predict	● I can make predictions about what the text might be about (use the cover, title, pictures and/or text type) ● I can re-predict during and after reading
● making connections	● I can relate the text to my personal experiences ● I can relate the text to other texts I have read ● I can say how I feel about the text
● use prior knowledge	● I can use what I know about reading ● I can use vocabulary I know ● I can use my knowledge of the topic ● I can use my knowledge of text types

Note:
- Texts will include both fiction and non-fiction in electronic and print media
- Grey section indicates comprehension skills

By the end of year 2 (NZC: at level 1)

Reading Colour/Level: Turquoise Levels 17-18 (7-7.5 years)

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
● read many words	● I can read suffixes like -ment and tion and know they change the meaning of an adjective or a verb to a noun ● I can read prefixes (un, dis, in, im) and know that they mean not ● I can read the prefix re and know it means again
● use apostrophes to show ownership	● I know that apostrophes means that something belongs to someone ● I know that apostrophe comes before the s if it is singular ● I know that apostrophe comes after the s if it is plural
● use a table of content	● I can identify the table of content ● I know that the chapters are listed in the order that they appear ● I know that the numbers tell me what page that chapter is on
● find information using visual/text language features	● I can find information in a diagram/illustration ● I can find information in speech/thought bubbles ● I can find information in a dialogue, a play or when there are various speakers ● I can find information inside brackets
● read with fluency and expression	● I can use punctuation (exclamation marks, question marks, speech marks, commas) to read with a talking voice ● I can use text features (bold print,italics) to help me read with a talking voice
● read for meaning	● I can think about the context while I read ● I can stop when what I read does not make sense ● I can look at the illustrations to check for meaning ● I can re-read and fix the word/s I found tricky ● I can try a new word and think about what makes sense ● I can use what I have read to help me understand the meaning of new words
● predict	● I can make predictions about what the text might be about (use the cover, title, pictures and/or text type) ● I can make predictions by using my prior knowledge about the topic ● I can re-predict during and after reading
● use inference	● I can look at the illustrations for clues ● I can think about what word might make sense when reading unknown words ● I can identify what the author wanted me to feel, think and and see in the text ● I can describe what the author wanted me to feel, think and and see in the text
● make connections	● I can use the phrase "That reminds me of..." to identify experiences that are the same ● I can think about what I felt or thought when I had a similar experience ● I can say what I think the character/s might be thinking or feeling ● I can think about another text the book reminds me of
● summarise a text	● I can identify the main ideas ● I can identify the keywords ● I can summarise the story in my own words
● ask and answer question	● respond to text by discussing and answering questions ● ask questions about the text ● respond to text in different curriculum areas by discussing, asking and answering questions

Note:

- Texts will include both fiction and non-fiction in electronic and print media
- Grey section indicates comprehension skills

By the end of year 3 (NZC: early level 2) - Gold 8-8.5 years

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
● read many words	● I can identify and explain the prefixes, suffixes ● I can peel off (affixes) prefixes and suffixes to decode tricky words ● I can find the synonyms for words
● read punctuation	● I know how to respond when I read punctuation ● I can use punctuation to help me make my reading sound smooth and interesting ● I can use punctuation to help me understand what I am reading
● read for longer using more complex texts	● I am developing stamina ● I can maintain meaning for longer ● I can re-read the text ● I can select correct text to suit my purpose for reading
● use the visual language in a text	● I know that an index is organised alphabetically ● I know that the contents page is organised in logical sections ● I know I can find information in headings, text boxes and glossaries
● understand the author's purpose	● I can say whether a story is true or made up (fiction and non fiction) ● I know that authors write books for different purposes ● I can say why I think the author has written the text ● I identify the author's point of view ● I identify and describe what the author wanted me to feel, think about or see ● I can support my answers with evidence from the text.
● monitor my reading	● I know when meaning breaks down ● I can identify what I don't understand (word, sentence, paragraph) ● I can use syllables to work out tricky words ● I can think about what would make sense in the sentence ● I can find out what unknown words mean ● I can use visual features to support me ● I can self correct to maintain meaning
● make connections	● I can talk about my own experiences and how it connects to the text ● I can talk about other texts I have read and how it connects to this text I am reading ● I can say what the text reminds me of ● I can use my prior knowledge to connect ideas in the text (text to world) ● I can make comparisons within the text eg character personalities
● make predictions about a text	● I can use clues such as title, illustrations, blurb, author and text type to make predictions about the text ● I can make predictions by using my prior knowledge about the topic ● I can re-predict during and after reading
● make and justify inferences	● I know what inference means ● I can look for clues in the text and in pictures ● I can use my prior knowledge ● I can re-read the text ● I can explain what the author was trying to say without saying it in words and why I say

	so
● visualise	● I can create an image in my mind from the text ● I can use my senses to make the story come alive ● I can identify the keywords that help to create an image in my mind
● ask and answer questions	● respond to text by discussing and answering questions ● generate questions in response to text ● respond to text in different curriculum areas by discussing, asking and answering questions ● skim and scan to find relevant information
● summarise a text	● I can identify the main ideas ● I can identify the keywords ● I can summarise the story in my own words

Note:
- Texts will include both fiction and non-fiction in electronic and print media
- Grey section indicates comprehension skills

By the end of year 4 (NZC: at level 2) - 8.5-9.5 years (Silver to beginning Emerald)

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
● identify the author's purpose	● identify and describe what the author wanted me to feel, think about or see ● support all my answers with evidence from the text. ● identify some effective words and techniques that the writer has used for their purpose eg: to persuade ● identify key events in the text
● understand the purpose of the characters	● I can talk about the characters and their behaviours ● I can describe and explain character traits, similarities and differences with examples from the text ● I can use relationship diagrams to show how characters relate and interact with one another
● locate and select texts for specific information	● I can find relevant texts (in the classroom, library and online) ● I can skim and scan to locate keywords and phrases ● I can narrow my search by using specific keywords related to the topic ● I can identify the text/resources which is most reliable ● I can make judgments about the information in the text. ● I can use the information in the text to make a generalization about things beyond the text
● use a glossary footnotes, index and table of content to get information	● I can define a glossary, index and table of contents ● I can use a glossary, index and table of contents to find information
● read independently for sustained periods of time	● I can read in class time and in my own time ● I can read continuously for longer periods on one text ● I can sustain meaning across a variety of texts on the same topic across many days
● have a point of view	● I can use my prior knowledge to help make judgments about the information in the text. ● agree or disagree with the author and give our reasons to make a personal response. ● use the information in the text to make a generalization about things beyond the text.
● make connections between figurative language and what I already know.	● I know what a metaphor, simile, personification is ● I can identify an example of each ● I am able to create an image in my head created by words and talk about it
● read for meaning	● I can think about the context while I read ● I can stop when what I read does not make sense ● I can look at the illustrations to check for meaning ● I can re-read and fix the word/s I found tricky ● I can try a new word and think about what makes sense ● I can use what I have read to help me understand the meaning of new words
● locate and summarise information	● I can find suitable information in the text ● I can determine the importance of the information in the text ● I can understand how the information supports the main topic ● I can explain why the information is important ● I can use the information to write a summary in my own words

● make inferences (explicit and implicit)	● I can explain and understand the terms implicit and explicit ● I can find specific explicit information in text and determine the implicit idea idea or message ● I can link and explain the explicit and implicit ideas in the text
● retell information	● I can understand a text as I read it, gather information on the plot, character, themes, tone style and narrator ● I can order and sequence events in the text ● I can justify and explain the main idea with examples from the text to support my thinking
● make justified predictions	● I can use the title, cover and blurb to make predictions about the text ● I can use the illustrations to make predictions about the text ● I can use the blurb to make predictions about the text ● I keep checking back to confirm or change my predictions
● make connections	● I can make connections between the text and my prior knowledge (text to self) ● I can talk about other texts I have read and how it connects to this text (text to text) ● say what the text reminds me of ● I can use my prior knowledge to connect ideas in the text (text to world)
● ask and answer questions	● respond to text by discussing and answering questions ● generate questions in response to text ● respond to text in different curriculum areas by discussing, asking and answering questions ● skim and scan to find relevant information
● synthesise	● I can combine my prior knowledge and new ideas to create new ideas, opinions or perspectives. ● I can put these new ideas and new knowledge in my own words.

Note:
- Texts will include both fiction and non-fiction in electronic and print media
- Grey section indicates comprehension skills

By the end of year 5 (NZC: early level 3) - 10-12 years (Ruby-Sapphire)

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
● locate, select and evaluate text	● I can identify and locate specific information using different media sources including internet ● I can determine/assess the important information selected to evaluate for bias and prejudice ● I can make judgments about the information in the text. ● I can use the information in the text to make a generalization about things beyond the text ● I can justify my analysis with examples from the text
● locate and select texts for specific information	● I can find relevant texts (in the classroom, library and online) ● I can skim and scan to locate keywords and phrases ● I can narrow my search by using specific keywords related to the topic ● I can identify the text/resources which is most reliable ● I can make judgments about the information in the text. ● I can use the information in the text to make a generalization about things beyond the text
● recognise and understand the use of specific language features	● I can identify different language features (metaphors, similes, personification, alliteration, assonance or imagery) ● I can visualise the image in my head ● I am able to explain how the image enhances my understanding of the thing/object being described ● I can discuss the deliberate use and impact of language features in the text/poem to create a tone for the audience
● understand the purpose of the characters	● I understand the purpose of the characters eg antagonist, protagonist ● I can describe and explain character traits, similarities and differences with examples from the text ● I can read back into the text to work out which character I am reading about. ● I can explain how characters influence the main events and plot direction.
● develop my vocabulary	● I can identify unknown words in the text ● I can define their meaning using a dictionary ● I can apply new vocabulary knowledge to the meaning of the text to achieve a better understanding ● I can use the thesaurus to find words that have the same/similar meaning
● read independently for sustained periods of time	● I can read in class time and in my own time ● I can read continuously for longer periods on one text ● I can sustain meaning across a variety of texts on the same topic across many days
● identify and describe the author's purpose	● identify and describe what the author wanted me to feel, think about or see ● support all my answers with evidence from the text. ● identify some effective words and techniques that the writer has used for their purpose eg: to persuade ● identify key events in the text
● read for meaning	● I can think about the context while I read

	● I can stop when what I read does not make sense ● I can look at the illustrations to check for meaning ● I can re-read and fix the word/s I found tricky ● I can try a new word and think about what makes sense ● I can use what I have read to help me understand the meaning of new words
● make justified predictions	● I can use the title, cover and blurb to make predictions about the text ● I can use the illustrations to make predictions about the text ● I can compare visual information to justify my predictions ● I can infer meaning from visual information to make a justified predictions
● summarise information	● I can find suitable information in the text ● I can determine the importance of the information in the text ● I can understand how the information supports the main topic ● I can explain why the information is important ● I can give examples from the text ● I can identify the main idea emerging from the summary
● retell information	● I can understand a text as I read it, gather information on the plot, character, themes, tone style and narrator ● I can order and sequence events in the text ● I can justify and explain the main idea with examples from the text to support my thinking
● ask and answer questions	● I can ask clarifying questions that identify the part of the text that I don't understand ● I can use resources like the dictionary, thesaurus and internet search to find answers to my questions ● I can like the different meanings of vocabulary, images and phrases to help me understand
● use prior knowledge	● I can explain my personal response to the text (text to self) ● I have knowledge about other texts/films/other media and I can link it back to the text (text to text) ● I know that prior knowledge can come from personal experiences and I can link them back to the text (text to world) ● I can relate the prior knowledge back to my understand of the text and link it together to explain and write a reader's response.
● make an inference (explicit and implicit)	● I can explain and understand the terms implicit and explicit ● I can find specific explicit information in text and determine the implicit idea or message ● I can link and explain the explicit and implicit ideas in the text ● I can give reasons from the text to support the inference
● locate and summarise information	● I can find suitable information in the text ● I can determine the importance of the information in the text ● I can understand how the information supports the main topic ● I can explain why the information is important ● I can use the information to write a summary in my own words

Note:
- Texts will include both fiction and non-fiction in electronic and print media
- Grey section indicates comprehension skills

By the end of year 5 (NZC: early level 3) - 10-12 years (End Emerald-Sapphire)

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
● develop sentence structure knowledge	● I can identify the parts of a sentence (nouns, verbs, phrases and clauses) ● I can apply my knowledge of how sentences work
● locate, select and evaluate text	● I can identify and locate specific information using different media sources including internet ● I can determine / assess the important information selected to evaluate for bias and prejudice ● I can make judgements about the information in the text. ● I can use the information in the text to make a generalization about things beyond the text ● I can justify my analysis with examples from the text
● develop my vocabulary	● I can identify unknown words in the text ● I can define their meaning using a dictionary ● I can apply new vocabulary knowledge to the meaning of the text to achieve a better understanding ● I can use the thesaurus to find words that have the same/similar meaning
● identify and describe the author's purpose	● I can identify and describe what the author wanted me to feel, think about or see ● I can support all my answers with evidence from the text. ● I can identify some effective words, illustrations and techniques that the author used for their purpose eg: to persuade ● I can define and explain bias or prejudice ● I can evaluate the impact of the author's message on me as the reader
● think about the purpose of the characters	● I understand the purpose of the characters eg antagonist, protagonist ● I can describe and explain character traits, similarities and differences with examples from the text ● I can read back into the text to work out which character I am reading about. ● I can explain how characters influence the main events and plot direction ● I can use part/whole thinking to show how the plot direction would be affected without them.
● recognise and understand specific language features and their deliberate use by the author or poet	● I can identify different language features (metaphors, similes, personification, alliteration, assonance or imagery) ● I can visualise the image in my head ● I am able to explain how the image enhances my understanding of the thing/object being described ● I can discuss the deliberate use and impact of language features in the text/poem to create a tone for the audience
● read independently for sustained periods of time	● I can read in class time and in my own time ● I can read continuously for longer periods on one text ● I can sustain meaning across a variety of texts on the same topic across many days
● read for meaning	● I can think about the context while I read ● I can stop when what I read does not make sense ● I can look at the illustrations to check for meaning ● I can re-read and fix the word/s I found tricky

	● I can try a new word and think about what makes sense ● I can use what I have read to help me understand the meaning of new words
● make an inference (explicit and implicit)	● I can explain and understand the terms implicit and explicit ● I can find specific explicit information in text and determine the implicit idea idea or message ● I can link and explain the explicit and implicit ideas in the text ● I can give reasons from the text to support the inference
● locate and summarise information	● I can find suitable information in the text ● I can determine the importance of the information in the text ● I can understand how the information supports the main topic ● I can explain why the information is important ● I can give examples from the text ● I can identify the main idea emerging from the summary
● ask and answer questions	● I can ask clarifying questions that identify the part of the text that I don't understand ● I can use resources like the dictionary, thesaurus and internet search to find answers to my questions ● I can like the different meanings of vocabulary, images and phrases to help me understand
● use prior knowledge	● I can explain my personal response to the text (text to self) ● I have knowledge about other texts/films/other media and I can link it back to the text (text to text) ● I know that prior knowledge can come from personal experiences and I can link them back to the text (text to world) ● I can relate the prior knowledge back to my understand of the text and link it together to explain and write a reader's response.
● make justified predictions	● I can use the title, cover and blurb to make predictions about the text ● I can use visual cues to make predictions about the text ● I can compare visual information to justify my predictions ● I can infer meaning from visual information to make a justified predictions ● I can explain how the author uses visual and written information to send a message/s

Note:
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- Grey section indicates comprehension skills