







Read with Understanding

	DECODING PROGRESSION	VOCABULARY PROGRESSION	LANGUAGE AND TEXT FEATURES PROGRESSION	COMPREHENSION PROGRESSION	READING CRITICALLY PROGRESSION
	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:	MOST ADULTS WILL BE ABLE TO:
	<ul style="list-style-type: none"> • have a bank of sight words (words they recognise automatically) • use a few reliable strategies for decoding regularly and irregularly spelled everyday words in short, simple texts. 	<ul style="list-style-type: none"> • have a reading vocabulary of everyday words, signs and symbols. 	<ul style="list-style-type: none"> • understand that groups of words work together in meaningful units. 	<ul style="list-style-type: none"> • have some awareness of their purpose for reading • expect that texts will make sense • use strategies to read short, simple texts with support. 	<ul style="list-style-type: none"> • have some awareness of the different purposes of visual and written texts • be aware that all readers and all writers have a perspective (point of view).
	<ul style="list-style-type: none"> • have a large bank of sight words • use several simple, reliable strategies for decoding everyday words in short texts with some fluency and accuracy • have some awareness of the accuracy of their decoding attempts. 	<ul style="list-style-type: none"> • have a reading vocabulary of everyday words that includes some compound words • have a knowledge of word families that enables them to increase their reading vocabulary • be aware that many words have more than one meaning and notice when a word is used with an unfamiliar meaning • have some understanding of the purposes of acronyms and abbreviations • know some everyday signs and symbols. 	<ul style="list-style-type: none"> • understand short, simple texts that are made up of simple sentences and compound sentences • understand how capital letters and full stops are used to show where sentences begin and end • recognise some common text types • recognise some common visual text forms. 	<ul style="list-style-type: none"> • use comprehension strategies to understand short, simple texts • use strategies to locate items of information in short, simple texts • have some awareness of what to do and how to do it when comprehension breaks down. 	<ul style="list-style-type: none"> • recognise the purposes, levels of meaning and possible uses of different forms and types of written and visual texts • use strategies to compare and evaluate information from different sources.
	<ul style="list-style-type: none"> • use more complex, reliable strategies for decoding most everyday words with fluency and accuracy. 	<ul style="list-style-type: none"> • have a reading vocabulary of everyday words and some less common words, acronyms and abbreviations • understand that some words and phrases can have figurative as well as literal meanings • have strategies for finding the meanings of unknown words, including a knowledge of how to find words in a dictionary and interpret definitions. 	<ul style="list-style-type: none"> • understand a variety of sentence structures and paragraph structures within more complex texts • be aware of how clauses can be combined and marked with commas, semicolons or colons within complex sentences • understand how simple clauses can be elaborated by adding words and phrases 	<ul style="list-style-type: none"> • use comprehension strategies to assist in understanding information or ideas in longer or more complex texts • use strategies to locate important information in texts • have an increasing awareness of what to do and how to do it when comprehension breaks down. 	<ul style="list-style-type: none"> • identify writers' purposes and ways in which writers use ideas and language to suit their purposes • identify a variety of sources for specific information and use strategies to compare and evaluate information within or across different texts.
	<ul style="list-style-type: none"> • fluently decode more specialised words, including words of many syllables • monitor their reading for accuracy and sense. 	<ul style="list-style-type: none"> • have a reading vocabulary that includes some general academic words and some specialised words • understand how word families can be generated (based on roots, prefixes and suffixes) and use this understanding to extend their vocabulary. 	<ul style="list-style-type: none"> • recognise the features and structures of a wider range of text types • be aware of a range of visual text forms that can be combined with or included in written texts. 	<ul style="list-style-type: none"> • use strategies to read an increasingly varied range of more complex texts for specific purposes • use strategies to locate, organise and summarise important information in texts • use strategies to gather and synthesise information from across a small range of texts • have increasing control over how they use comprehension strategies. 	
	<ul style="list-style-type: none"> • fluently decode more complex and/or irregular words, using strategies such as inferring the unknown from the known and analysing words (for example, by identifying morpheme patterns involving less common prefixes and suffixes) • decode most words automatically. 		<ul style="list-style-type: none"> • understand a variety of sentence structures and paragraph structures across a wide range of complex texts • understand that the information in well constructed paragraphs includes both general and particular information, for example, a paragraph may move from a claim to reasons justifying the claim 		<ul style="list-style-type: none"> • use strategies to analyse ideas and information and to reflect critically on surface meanings and underlying meanings • evaluate the validity (truth) of information in relation to the writer's purpose and/or the reader's purpose.
	<ul style="list-style-type: none"> • decode unfamiliar words rapidly and automatically. 	<ul style="list-style-type: none"> • have a large reading vocabulary that includes general academic words and specialised words and terms. 	<ul style="list-style-type: none"> • be aware of rhetorical patterns that are common to many text types, such as descriptions of cause and effect • recognise the features and structures of a wide range of text types, including some specialised text types such as instruction manuals. 	<ul style="list-style-type: none"> • select and integrate a wide range of comprehension strategies • have an awareness of how to use strategies and evaluate their effectiveness • use strategies to summarise and synthesise information across a wider range of more complex texts and for more complex purposes • integrate prior knowledge with new information within and across several different texts to deepen their understanding. 	<ul style="list-style-type: none"> • use strategies confidently to reflect critically on meaning • evaluate a writer's point of view, attitude, bias or agenda • have an understanding of the language features used by writers for specific purposes.