








<b>READING COLOUR/LEVEL: Magenta/Levels 1-2</b> <b>1st Steps: Role Play</b> <b>Ready to Read: Emergent</b>	
<b>Reading Progressions</b> I am learning (to) ...	<b>Evidence of progress</b>
know the different parts of a book 	
read in the correct direction 	
know my alphabet letters and can make their sounds 	
make the first sound in new words <b>cat</b>	
know that illustration/s can help me read the story 	
read for meaning 	
know different parts of a sentence <b>c cat</b>	
<b>Supplementary Reading Progressions</b>	
my MAGENTA high frequency words (1a & 1b)	
retell what I have read	

<b>READING COLOUR/LEVEL: Red/Levels 3-5</b> <b>1st Steps: Experimental</b> <b>Ready to Read: Early</b>	
Reading Progressions I am learning (to) ...	Evidence of progress
identify capital letters, full stops, exclamation marks and question marks . ! ?	
make a rhyming string (car, far ... look, cook) <b>cat mat fat</b>	
use the illustrations to help me read the words 	
read for meaning 	
look at the first and last sounds in words to help me work out new words <b>fun</b>	
identify a sentence <b>This is a cat.</b>	
Supplementary Reading Progressions	
predict using illustrations	
use my prior knowledge about topics to help me with my reading	
recognise digraphs	
my RED high frequency words (2a & 2b)	
retell what I have read	

<b>READING COLOUR/LEVEL: Yellow/Levels 6-8</b> <b>1st Steps: Experimental</b> <b>Ready to Read: Early</b>	
<b>Reading Progressions</b> <b>I am learning (to) ...</b>	<b>Evidence of progress</b>
explain terms like author, illustrator, title	
identify root words	
recognise rhyming families	
sound out 3 letter words	
retell what I have read	
identify a sentence	
read with fluency and expression	
read for meaning	
<b>Supplementary Reading Progressions</b>	
recognise and read compound words	
my YELLOW high frequency words (3a & 3b)	
make predictions about what will happen in the story	

<b>READING COLOUR/LEVEL: Blue/Levels 9-11</b> <b>1st Steps: Experimental</b> <b>Ready to Read: Early</b>	
Reading Progressions I am learning (to) ...	Evidence of progress
use base words and endings to help me read and understand words. eg garden, gardener, gardening	
recognise digraphs and blends	
show my understanding of the story	
notice and identify punctuation marks when I am reading	
use chunking to decode new words	
recognise contractions	
recognise and make words that end with the same rhyming sounds	
recognise and read compound words	
Supplementary Reading Progressions	
recognise my BLUE high frequency words (4a)	
recognise my BLUE common interest words (4b)	
show my deepening understanding of the story	
retell what I have read	

<b>READING COLOUR/LEVEL: Green/Levels 12-14</b> <b>1st Steps: Experimental</b> <b>Ready to Read: Early</b>	
Reading Progressions I am learning (to) ...	Evidence of progress
about chunking	
describe the features of a nonfiction text	
describe the features of a fiction text	
read for specific information	
answer recall (literal) questions about the story and can explain my answers	
make simple inferences with the teachers help	
identify silent e and long vowel sounds in words	
recognise contractions	
Supplementary Reading Progressions	
recognise my GREEN high frequency words (5a)	
recognise my GREEN common interest words (5b)	
read and understand different endings on root words	
identify silent e and long vowel sounds in words	
some letters have different sounds	
ask questions while I am reading	
how to identify who is speaking in a text	
read to an audience with fluency using phrasing and expression	
re-read by myself to get meaning from my reading	
retell what I have read	

<b>READING COLOUR/LEVEL: Orange/Levels 15-16 (6.5 - 7 years)</b> <b>1st Steps: Early</b> <b>Ready to Read: Fluent</b>	
<b>Reading Progressions</b> I am learning (to) ...	<b>Evidence of progress</b>
talk about the plot in the story	
discuss the characters in the text	
discuss the setting in the text	
make some simple inferences	
summarise information with the teacher's help	
<b>Supplementary Reading Progressions</b>	
recognise my ORANGE high frequency words (6a)	
recognise my ORANGE common interest words (6b)	
read silently	
use all my strategies independently	
read and understand contractions	
the purpose of bold and italic fonts	
use my knowledge of prefixes to read words	
use my knowledge of suffixes to read words	
retell what I have read	

<b>READING COLOUR/LEVEL: Turquoise/Levels 17-18 (7 - 7.5 years)</b> <b>1st Steps: Early</b> <b>Ready to Read: Fluent</b>	
<b>Reading Progressions</b> I am learning (to) ...	<b>Evidence of progress</b>
use inference to find the meanings of unknown words	
predict and re-predict as I read	
make connections between the text and my own experiences to say what I think	
make simple inferences	
summarise information	
<b>Supplementary Reading Progressions</b>	
about apostrophes for ownership	
how to use a table of contents	
the purpose of brackets	
read silently	
use punctuation to read and understand complex sentences	
choose a suitable text to read in my own time	
use my knowledge of prefixes to read words	
use my knowledge of suffixes to read words	
retell what I have read	

<b>READING COLOUR/LEVEL: Purple-Gold/Levels 19-22 ( 7.5 - 8.5 years)</b> <b>1st Steps: Early</b> <b>Ready to Read: Fluent</b>	
<b>Reading Progressions</b> I am learning (to) ...	<b>Evidence of progress</b>
make and justify inferences	
summarise information	
understand information by interpreting graphic features (graphs, diagrams, illustrations, tables) in the text	
make connections (both implicit and explicit) in the text	
find and summarise information in <b>non-fiction</b> texts by skimming and scanning	
find and summarise information in <b>fiction texts</b> by skimming and scanning	
<b>Supplementary Reading Progressions</b>	
the meanings of common prefixes un, re, in, dis, and suffixes eg less, ful, ly, ing and understand how they change the meaning of a word	
recognise a range of language features eg antonyms homonyms, similes, parts of speech	
different text types	
identify and use different features in a text	
read clearly to an audience from a range of texts eg stories, poems, plays, articles	
identify how non-fiction texts are organised	
retell what I have read	



<b>READING COLOUR/LEVEL: Silver/Emerald 8.5 - 10 years/Levels 23-26</b> <b>1st Steps: Transitional</b>	
<b>Reading Progressions</b> I am learning (to) ...	<b>Evidence of progress</b>
use strategies to help clarify my understanding	
find and summarise information by choosing the most important information in a text	
link ideas (both implicit and explicit) in the text to give a greater understanding of the story	
identify and describe what the author wanted me to feel, think about or see	
relate to the characters in the text to understand their purpose	
<b>Supplementary Reading Progressions</b>	
locate and select texts for specific information	
find and summarise information by re-telling main events in a text	
read (decode) texts accurately and fluently	
make justified predictions from the scanning of the cover, title, and blurb	
respond to a text using my prior knowledge and experience	
actively seek to extend my knowledge of new vocabulary	
recognise and understand figurative language	
read independently for sustained periods of time eg reading an appropriate novel	
use a glossary, footnotes, index and table of contents to get information	
understand information by interpreting graphic features of text eg photos, maps, diagrams, speech bubbles and text boxes	
retell what I have read	

<b>READING COLOUR/LEVEL: Ruby/Levels 27-28 (10-11 years)</b> <b>1st Steps: Transitional - Proficient</b>	
<b>Reading Progressions</b>	<b>Evidence of</b>

I am learning (to) ...	progress
locate, select and evaluate text for specific information including internet sources, and author bias	
link ideas (both implicit and explicit) in the text to give a greater understanding of the story	
understand the differences between bias and prejudice	
recognise and understand specific language features	
understand the purpose of the characters in the text	
<b>Supplementary Reading Progressions</b>	
Make justified predictions from the scanning of the cover, title, and blurb of a text	
find and summarise information by choosing the most important information in a text	
find and summarise information by re-telling main events in a text	
ask questions and think about where I can find information that can help me to understand what I have read	
use prior knowledge and experience when we relate to a given text/ topic	
actively seek to extend my knowledge of new vocabulary	
identify and describe what the author wanted me to feel, think about or see	

<b>READING COLOUR/LEVEL: Sapphire/Levels 29-30 (11 years and above)</b> <b>1st Steps: Transitional - Proficient</b>	
<b>Reading Progressions</b> I am learning (to) ...	<b>Evidence of progress</b>
locate, select and evaluate text for specific information including internet sources, author bias and prejudice	
explain how information (both implicit and explicit) ideas, link to give a greater understanding of the text	
understand and explain the differences between bias and prejudice and its impact on author purpose	
recognise and understand specific language features and their deliberate use by the author or poet	
understand the purpose of the characters in the text and their impact on the storyline	
<b>Supplementary Reading Progressions</b>	
make justified predictions from the scanning of the cover, title, and blurb of a text and explain your reasons for the predictions	
find and summarise information by choosing the most important information in a text and linking it back to the topic	
ask questions and think about information and vocabulary choices in the text, that can help me to understand what I have read	
use prior knowledge and experience when we relate to a given text/ topic to construct a reader's response	
actively seek to extend my knowledge of new vocabulary and words that mean the same	
identify and describe what the author wanted me to feel, think about or see and how this relates to the author's message	