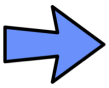
Elm Park School
Empowers all learners to achieve their personal best

READING COLOUR/LEVEL: Magenta/Levels 1-2 **1st Steps: Role Play** **Ready to Read: Emergent**	
Reading Progressions I am learning (to) ...	**Evidence of progress**
know the different parts of a book 	Term 3 2017
read in the correct direction 	Feb 2016
know my alphabet letters and can make their sounds a 	24/03/16
make the first sound in new words **c**at	Term 3 2016
know that illustration/s can help me read the story 	March 2016
read for meaning 	Term 3 2016
know different parts of a sentence c cat	Term 3 2017
Supplementary Reading Progressions	
my MAGENTA high frequency words (1a & 1b)	24/06/16
retell what I have read	Term 3 2016

READING COLOUR/LEVEL: Red/Levels 3-5 **1st Steps: Experimental** **Ready to Read: Early**	
Reading Progressions I am learning (to) ...	**Evidence of progress**
identify capital letters, full stops, exclamation marks and question marks . ! ?	Term 3 2017
make a rhyming string (car, far ... look, cook) cat mat fat	Term 4 2016
use the illustrations to help me read the words 	Term 3 2016
read for meaning 	Term 4 2016
look at the first and last sounds in words to help me work out new words **fun**	Term 3 2016
identify a sentence This is a cat.	Term 3 2017
Supplementary Reading Progressions	
predict using illustrations	Term 4 2016
use my prior knowledge about topics to help me with my reading	Term 4 2016
recognise digraphs	Term 3 2017
my RED high frequency words (2a & 2b)	21/09/16
retell what I have read	Term 4 2016

READING COLOUR/LEVEL: Yellow/Levels 6-8 **1st Steps: Experimental** **Ready to Read: Early**	
Reading Progressions **I am learning (to) ...**	**Evidence of progress**
explain terms like author, illustrator, title	Term 3 2017
identify root words	Term 3 2017
recognise rhyming families	Term 4 2016
sound out 3 letter words	Term 4 2016
retell what I have read	Term 3 2017
identify a sentence	Term 3 2017
read with fluency and expression	Term 3 2017
read for meaning	
Supplementary Reading Progressions	
recognise and read compound words	Term 3 2017
my YELLOW high frequency words (3a & 3b)	9/12/16
make predictions about what will happen in the story	Term 3 2017

READING COLOUR/LEVEL: Blue/Levels 9-11 1st Steps: Experimental Ready to Read: Early	
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	Term 3 2017
recognise digraphs and blends	Term 3 2017
show my understanding of the story	Term 3 2017
notice and identify punctuation marks when I am reading	Term 3 2017
use chunking to decode new words	
recognise contractions	Term 3 2017
recognise and make words that end with the same rhyming sounds	Term 3 2017
recognise and read compound words	
Supplementary Reading Progressions	
recognise my BLUE high frequency words (4a)	Term 3 2017
recognise my BLUE common interest words (4b)	Term 3 2017
show my deepening understanding of the story	
retell what I have read	Term 3 2017

READING COLOUR/LEVEL: Green/Levels 12-14 **1st Steps: Experimental** **Ready to Read: Early**	
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	Term 3 2017
answer recall (literal) questions about the story and can explain my answers	Term 3 2017
make simple inferences with the teachers help	Term 3 2017
identify silent e and long vowel sounds in words	
recognise contractions	Term 3 2017
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	Term 3 2017
identify silent e and long vowel sounds in words	
some letters have different sounds	
ask questions while I am reading	Term 3 2017
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	Term 3 2017
retell what I have read	Term 3 2017

READING COLOUR/LEVEL: Orange/Levels 15-16 (6.5 - 7 years) **1st Steps: Early** **Ready to Read: Fluent**	
Reading Progressions I am learning (to) ...	**Evidence of progress**
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	
Supplementary Reading Progressions	
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	

READING COLOUR/LEVEL: Turquoise/Levels 17-18 (7 - 7.5 years) **1st Steps: Early** **Ready to Read: Fluent**	
Reading Progressions I am learning (to) ...	**Evidence of progress**
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	
Supplementary Reading Progressions	
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	

READING COLOUR/LEVEL: Purple-Gold/Levels 19-22 (7.5 - 8.5 years) **1st Steps: Early** **Ready to Read: Fluent**	
Reading Progressions I am learning (to) ...	**Evidence of progress**
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 **non-fiction** texts by skimming and scanning	
find and summarise information in **fiction texts** by skimming and scanning	
Supplementary Reading Progressions	
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	

READING COLOUR/LEVEL: Silver/Emerald 8.5 - 10 years/Levels 23-26 1st Steps: Transitional	
Reading Progressions I am learning (to) ...	**Evidence of progress**
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	
Supplementary Reading Progressions	
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	

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

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	
Supplementary Reading Progressions	
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	

READING COLOUR/LEVEL: Sapphire/Levels 29-30 (11 years and above) 1st Steps: Transitional - Proficient	
Reading Progressions I am learning (to) ...	**Evidence of progress**
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	
Supplementary Reading Progressions	
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	