

Year 1: Reading

Student: _____ **Room** _____

Skills and knowledge for Reading (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Apply vocabulary knowledge to understand words as they decode them				
Print carries the message				
Print is read from left to right				
Text should make sense and sound right				
One-to-one matching				
Use appropriate language about books – e.g. title, illustration, author				
Awareness of rhyme, alliteration and sounds of language				
Aurally identify and distinguish phonemes in words				
Blend sounds in simple words				
Identify all letters by name			Ass. 1, Part 1, SOS	
Produce an associated sound for each letter			Ass. 1, Part 1, SOS	
Identify common graphemes (sh, ch, oa etc) and produce an associated sound for them			Ass. 1, Part 2, SOS	
Apply knowledge that graphemes can be pronounced in different ways (a pron, a nd, a bout, ch ips, ch ef, sch ool)				
Automatically recognise 100-200 high-frequency words				
Apply strategies such as sounding out words using grapheme-phoneme knowledge and analogy to other familiar patterns				
Understand that we read to get meaning				
Apply problem-solving strategies to get meaning from text				
Monitor own reading and self-correct when necessary – for example rerunning text				
Use some knowledge of morphology (word endings -s, -ing, -ed) to decode unfamiliar words				
Understand the meaning of basic punctuation features (full stops, speech marks, exclamation marks)				

Sheets collated by Joy Allcock, 2010, using the *Literacy Learning Progressions* document, Ministry of Education (2010), Learning Media, Wellington, New Zealand

Year 2: Reading

Student: _____ **Room** _____

Skills and knowledge for Reading (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Apply vocabulary knowledge to understand words as they decode them				
Understand that texts have purposes and are written for audiences				
Aurally identify and distinguish phonemes in words				
Blend sounds in simple words				
Use increasing knowledge of grapheme-phoneme relationships to identify consonant and vowel sounds				
Apply strategies such as sounding out words using grapheme-phoneme knowledge and analogy to other familiar patterns				
Automatically recognise 300-500 high-frequency words				
Take appropriate action when meaning is lost – at sentence and text level				
Locate and interpret ideas and information that is directly or explicitly stated – in text or illustrations				
Respond to ideas, plots, characters				
Think critically about ideas, themes				
Use developing knowledge of morphology (such as prefixes and suffixes) to decode words				
Understand expanding range of punctuation features such as parentheses				
Understand print features such as bold and italics				

Sheets collated by Joy Allcock, 2010, using the *Literacy Learning Progressions* document, Ministry of Education (2010), Learning Media, Wellington, New Zealand

Year 3: Reading

Student: _____ **Room** _____

Skills and knowledge for Reading (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Know synonyms for and multiple meanings of many common words				
Apply knowledge of word families, collocations, sentence and phrase structures to find meanings of unknown words				
Identify writer's purpose and use evidence from text to explain this				
Articulate and use a variety of decoding strategies (e.g. recognise syllables and regular and irregular spelling patterns)				
Automatically read all high-frequency words				
Monitor their reading				
Draw on a variety of strategies at sentence, paragraph and whole-text level				
Make connections between prior knowledge and ideas in text				
Track and make connections between ideas and information in text				
Know the meanings of some common prefixes and suffixes and understand how they affect the meanings of words				
Look for information in visual language features (e.g. text boxes)				
Understand the purpose of basic punctuation				

Year 4: Reading

Student: _____ Room _____

Knowledge and Skills for Reading (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Discuss responses to a variety of texts				
Work out the meanings of unknown words using known roots and affixes				
Use reference sources to find meanings of unknown words (dictionaries, thesauruses)				
Identify writer's purpose and evaluate the effectiveness of the text for the purpose				
Automatically select appropriate decoding strategy when encountering unfamiliar words				
Automatically read all high-frequency words				
Select from a cross-section of strategies to monitor their reading				
Identify and summarise main ideas				
Make and justify inferences				
Make connections between text and prior knowledge to interpret figurative language				

Year 6: Reading

Student: _____ Room _____

Knowledge and Skills for Reading (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Discuss responses to a variety of texts				
Find and learn the meanings of unknown words using strategies such as knowledge of how words work or through seeking explanations in text or illustrations				
Understand that some words have different meanings depending on context				
Identify and reflect on writers purposes and on ways language and ideas are used to suit the purpose				
Decode texts fluently and accurately using a range of reliable strategies				
Understand how to select and use a repertoire of comprehension strategies: Make connections between prior knowledge and concrete examples in text to understand abstract ideas in text				
Understand how to select and use a repertoire of comprehension strategies: Locate and summarise ideas (using skimming, scanning, key words, topic sentences, key questions, subheadings)				
Understand how to select and use a repertoire of comprehension strategies: Infer and interpret text using several related items of information				
Identify the specific language features and structures of various text types				
Interpret illustrations, photographs, text boxes, diagrams, maps, charts and graphs				

Sheets collated by Joy Allcock, 2010, using the *Literacy Learning Progressions* document, Ministry of Education (2010), Learning Media, Wellington, New Zealand

Year 8: Reading

Student: _____ **Room** _____

Knowledge and Skills for Reading (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Use growing academic and content-specific vocabulary to understand texts				
Interpret metaphor, analogy and connotative language				
Make links across text by recognising connectives and adverbial clauses				
Identify and evaluate writers' purposes and the ways they use language and ideas to suit purposes				
Decode texts with automaticity				
Flexibly use and control a range of comprehension strategies: Use prior knowledge and information in text to interpret abstract ideas, complex plots and sophisticated themes				
Flexibly use and control a range of comprehension strategies: Gather, evaluate and synthesise information across small range of texts				
Flexibly use and control a range of comprehension strategies: Apply criteria to evaluate texts				
Work out complex, irregular and/or ambiguous words using knowledge of word structure, inferring the unknown from the known				
Recognise and understand the features and structures of a wide variety of continuous and non-continuous text types and forms				

Year 10: Reading

Student: _____ **Room** _____

Knowledge and Skills for Reading (Literacy Learning Progressions)	Date:	Date:	Assessment	Strategies/Resources
Use a large vocabulary connected to their own knowledge of the world including academic, subject specific and technical vocabulary				
Evaluate writers' purposes and the ways they use language and ideas to suit purposes				
Decode texts with automaticity				
Have control of a repertoire of comprehension strategies that can be used deliberately and flexibly to locate, evaluate, analyse and summarise ideas and information				
Use strategies such as skimming, scanning, note-taking, annotating, mapping, coding information, rephrasing				
Monitor understanding and adjust strategies to address any problems				
Apply their knowledge of the features of a wide variety of text types and forms				