

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