



# OHINEWAI SCHOOL

*"The rural school of the future"*



## Reading Progressions Level 1

Name \_\_\_\_\_ Year Level \_\_\_\_\_

When 80% of indicators are highlighted – student has achieved the level.  
If less than 30% are highlighted – student has achieved the previous level.

After one year at school	After two years at school
I can read to get information.	I can read longer texts with increasing independence.
I can finger point and read left to right.	I can choose books that I am interested in.
I can get my mouth ready to make the first sound.	I can use my letter and blend sound knowledge to work out new words.
I can tell the difference between a letter and a word.	I can use my vowel sound (eg. ee, ow, ai) knowledge to work out new words.
I can identify all of the letters and their sounds.	I can recognise common word families in words and use this knowledge to work out new words.
I can identify some common letter blends and their sounds.	I can read at least 300 high frequency words.
I can use my letter sound knowledge to work out new words.	I can read some new topic specific words.
I can understand that the some letters are said in different ways like the Aa in apple and ape.	I can recognise some common prefixes and suffixes.
I can identify some common word families (eg. aw, en, or).	I can use many strategies to correct my reading like re-reading a sentence, reading previous sentences or working out meaning from the pictures.
I can read at least 100 high frequency words.	I can continue to read at the same pace when I make a mistake.
I can read the endings on words (-s, -ed, -ing).	I can read smoothly with expression in my voice.
I can understand why stories have full stops, exclamation marks and speech marks.	I can understand why stories have brackets, bold print and italics.
I can talk about the title, author and illustrator of my book.	I can usually find information in the story that is directly stated in a story.
I can understand the meaning of a full stop and a capital letter.	I can usually find information that is hidden in a story.
I can check to make sure my reading is correct by re-reading or by looking at the pictures.	I can usually answer questions about ideas, plots or characters in a story.
I can retell parts of a story.	I can usually give my opinion about why something happened in a story or why a character acted a certain way.
I can answer some questions about a story.	
I can try to give my opinion about a story.	



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## Reading Progressions Level 2

Name \_\_\_\_\_ Year Level \_\_\_\_\_

After three years at school	By the end of Year 4
I can read and maintain meaning for longer, more complex texts.	I can read to locate information and evaluate ideas to meet my specific learning purpose.
I can make connections using my prior knowledge between ideas in a variety of texts.	I can read for sustained periods of time and maintain meaning over this time (eg. reading novels).
I can read all high frequency words automatically.	I can monitor my reading for accuracy and quickly find an appropriate strategy to help me read new words or maintain meaning.
I can read some unfamiliar words and phrases.	I can recognise a wide variety of prefixes (eg. mis-, sub-, pre-, inter-) and suffixes (eg. -ist, -ity, -able) to help me read new words.
I can recognise syllables and chunk up new words to read them.	I can use known root words (eg. tele-) to help me understand the meaning of new words.
I can recognise a variety of word families to help me read new words.	I can use a dictionary or thesaurus to find the meanings of new words.
I can read many common prefixes and suffixes and understand how they affect the meaning of words.	I can use my prior knowledge to work out unfamiliar phrases and expressions.
I can explain the meaning of synonyms for many common words.	I can use my prior knowledge to make meaning of figurative language (eg. similes, personification) found in the texts.
I can use language features in the story (eg. text boxes, diagrams) to help me maintain meaning.	I can identify and summarise the main ideas in a text.
I can identify the author's purpose and give reasons and examples from the text.	I can discuss my opinions about a variety of texts.
I can understand that characters in a text can have a different point of view.	I can identify the author's purpose and discuss why the author used certain ideas or language to suit this purpose.
I can understand that the organisation, paragraphs and pictures in a text help me maintain meaning.	
I can find information in the story that is directly stated in a story.	
I can find information that is hidden in a story.	
I can answer questions or give my opinion about ideas, plots or characters in a story.	



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## Reading Progressions Level 3 and Level 4

Name \_\_\_\_\_ Year Level \_\_\_\_\_

When 80% of indicators are highlighted – student has achieved the level.  
If less than 30% are highlighted – student has achieved the previous level.

Level 3 By the end of Year 5 and Year 6	Level 4 By the end of Year 7 and Year 8
<p>I can read to locate, evaluate and integrate information across a range of texts.</p> <p>I can generate and answer questions to meet my learning purposes across the curriculum.</p> <p>I can read for sustained periods of time from a variety of texts and maintain meaning over this time.</p> <p>I can monitor my reading for accuracy and confidently use a variety of strategies to help me read new words or maintain meaning.</p> <p>I can understand new vocabulary by searching the text for answers or inferring from the illustrations.</p> <p>I can apply my knowledge of grammar to assist my reading.</p> <p>I can use my prior knowledge to make connections between concrete and abstract themes in a text.</p> <p>I can locate and summarise ideas by scanning, using subheadings or by identifying key words and topic sentences.</p> <p>I read a text and infer information or ideas that aren't directly stated.</p> <p>I can interpret footnotes, photographs, diagrams, maps, charts and graphs from the text.</p> <p>I can recognise the different features of a variety of text types (eg. poetry, plays, non fiction).</p>	<p>I can independently choose texts that suit my learning purposes across the curriculum.</p> <p>I can read with confidence and maintain my fluency throughout the text.</p> <p>I can use many strategies to read unknown, complex or ambiguous words.</p> <p>I can use my prior knowledge and information in the text to understand more complex plots, sophisticated themes and abstract ideas.</p> <p>I can identify, compare and evaluate different ideas found in the same text or across a range of texts.</p> <p>I can understand the meaning of 'compare and contrast' or 'cause and effect' in a text.</p> <p>I can deliberately change the pace of my reading to match my comprehension needs.</p> <p>I can recognise the presence of bias and comment on the accuracy of information in texts.</p> <p>I can read and understand an increasing number of technical and subject-specific vocabulary.</p> <p>I can interpret metaphor, analogy and connotative language used to enhance meaning in a text.</p> <p>I can identify and explain motive, character traits and relationships in novels and plays.</p> <p>I can identify and evaluate the author's purpose and understand why certain language and ideas are used.</p>