

# CEC Literacy and English Progression Pathway **Reading - First Level**

<b>CURRICULUM ORGANISER: Reading</b> <b>Enjoyment and Choice:</b> Within a motivating and challenging environment developing an awareness of the relevance of texts in my life		<b>EXPERIENCE &amp; OUTCOME:</b> <i>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and can explain why I prefer certain texts and authors LIT 1-11a</i>		
Core Aspect	Phase 1	Phase 2	Phase 3	Benchmark
<b>Reading: Enjoyment and Choice Lit 1-11a</b>	<ul style="list-style-type: none"> <li>Recognise different types of texts including adventure stories, fairytales, signs and labels and simple poetry.</li> <li>Recognise a fiction and non-fiction text are different.</li> <li>Use the title, author, cover illustration and text difficulty to choose a suitable text.</li> <li>Express likes and dislikes for texts and authors,</li> </ul>	<ul style="list-style-type: none"> <li>Understand the meaning of the word genre.</li> <li>Begin to identify a wider range of genres e.g. novels, short stories, comics, graphic novels, poetry, digital media, information leaflets, maps, timetables etc and their purposes.</li> <li>Use the title, illustrations, author, blurb and text difficulty to choose a suitable book for reading independently.</li> <li>Identify themes, characters feelings and motivations, plot and setting, and use these to explain what they</li> </ul>	<ul style="list-style-type: none"> <li>Confidently use the word genre when talking about texts.</li> <li>Independently explore a wide range of genres and understand that they are written for different purposes e.g. to inform, persuade or entertain.</li> <li>Use the title, blurb, knowledge of the author, text difficulty and recommendations of others to select a range of texts e.g. magazines, newspapers, websites to read independently.</li> <li>Discuss authors language choice and motivation, themes, characters, plot, settings etc and use this to give a detailed</li> </ul>	<p><i>Selects different texts regularly for enjoyment or for a specific purpose using, for example, cover, title, author, illustrator and/or blurb.</i></p> <p><i>Explains preferences for particular texts and authors.</i></p>

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	<p>referring to characters, plot and settings.</p> <ul style="list-style-type: none"> <li>• Select and recommend texts based on author, characters, plots and settings.</li> <li>• Read to themselves for a short period.</li> </ul>	<p>like or dislike about a text or author.</p> <ul style="list-style-type: none"> <li>• Select and recommend texts based on knowledge of the author, characters feelings and motivations, plot and settings.</li> <li>• Read independently for a longer periods</li> </ul>	<p>explanation about why they like or dislike a text or author.</p> <ul style="list-style-type: none"> <li>• Select and recommend texts based on knowledge of the author, language choice, author’s motivations, themes, characters and plot.</li> <li>• Read independently for a sustained period.</li> </ul>	
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<b>CURRICULUM ORGANISER: Reading</b> <b>Tools for reading</b> To help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning		<b>EXPERIENCE &amp; OUTCOME:</b> <i>I can use my knowledge of sight vocabulary, phonics, context clues, punctuation and grammar to read with understanding and expression. ENG 1-12a</i> <i>I am learning to select and use strategies and resources before I read, and as I read, to help make the meaning of texts clear. LIT 1-13a</i>		
Core Aspect	Phase 1	Phase 2	Phase 3	Benchmark
<b>Reading:</b>  <b>Tools for Reading</b>	<ul style="list-style-type: none"> <li>Extends knowledge of phonemes and graphemes using Edinburgh Literacy Rich progression.</li> <li>Use pictures, reading around the word, sounding out and knowledge of key words to read new words.</li> <li>Reinforce phonics knowledge, segmenting, blending and word attack skills and begins to use these to read new words.</li> <li>Blend two letter phonemes to read new words.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to extend knowledge of phonemes, graphemes and vocabulary, using Edinburgh Literacy Rich progression and Fry's first 200 words list.</li> <li>Use pictures and context clues to read and understand unfamiliar words.</li> <li>Uses phonics, blending, phonic patterns and words within words to read unfamiliar words.</li> <li>Blend three letter phonemes to read new words.</li> </ul>	<ul style="list-style-type: none"> <li>Continue to extend knowledge of vocabulary using Fry's first 400 and 500 word lists.</li> <li>Use context clues to read and understand unfamiliar words e.g. reading on and checking back,</li> <li>Confidently and independently uses segmenting, blending, knowledge of sounds and phonic patterns and word-building strategies e.g. prefixes, suffixes, root words, contractions and word families to read unfamiliar words.</li> </ul>	<p><i>Uses a range of word recognition strategies independently.</i></p> <p><i>Decodes unknown words by locating and pronouncing familiar letter patterns and blends.</i></p>

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	<ul style="list-style-type: none"> <li>• Read a sentence from left to right and top to bottom, using spaces to know where one word ends and another begins.</li> <li>• Read aloud showing recognition of capital letters and full stops.</li> </ul>	<ul style="list-style-type: none"> <li>• Read aloud showing an understanding of the effect of full stops, capital letters, commas in a list and speech bubbles on expression.</li> <li>• Use rising intonation for questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently recognises and uses full stops, capital letters, question marks, speech marks, commas, ellipsis, apostrophes for contraction and more complex sentence structures to read familiar texts aloud with expression.</li> <li>• Recognises and demonstrates the effect of bold and italic print when reading aloud.</li> </ul>	<p><i>Reads aloud a familiar piece of text adding expression and can show understanding.</i></p>
	<ul style="list-style-type: none"> <li>• Read most words from Edinburgh Literacy Rich level, core topic words and words of personal significance, accurately.</li> <li>• Scan a text for given key words and ideas.</li> <li>• Make simple predictions about the text, based on the cover, title and illustrations.</li> </ul>	<ul style="list-style-type: none"> <li>• Read most of Fry's list first 200 words, core topic words and words of personal significance, accurately and automatically.</li> <li>• Scan a text for key words and ideas and use these to support their understanding of a text.</li> <li>• Skim a text and make a prediction about its content and genre.</li> </ul>	<ul style="list-style-type: none"> <li>• Read most of Fry's list first 500 words, core topic words and words of personal significance, accurately and automatically.</li> <li>• Scan a text for key words and ideas and use these to make simple inferences from the text. Give an example from the text to support their view.</li> <li>• Independently skim the features of a text to make detailed predictions about its content and genre, giving an example from the text to support their view.</li> </ul>	<p><i>Reads an increasing number of common/high frequency words, key reading words, core topic words and words of personal significance.</i></p>

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	<ul style="list-style-type: none"> <li>• Use picture clues to understand what they read.</li> <li>• Begin to recognise simple nouns, verbs and adjectives in a text, with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to make inferences from the text e.g. why someone did something and how someone feels.</li> <li>• Use context clues, general knowledge, and pictures to make connections and make a simple inference about what they read.</li> <li>• Recognise common/proper nouns, verbs, adjectives and connectives in a piece of text.</li> <li>• Begin to recognise similes, metaphors, onomatopoeia and alliteration in texts, with support.</li> <li>• Recognise if a text is written in the past, present or future tense.</li> <li>• Understand how to use first and second letter alphabetical order to</li> </ul>	<ul style="list-style-type: none"> <li>• Independently use context cues, general knowledge, and pictures to make connections and inferences from what they have read, using an example from the text to support their argument.</li> <li>• Recognise pronouns and adverbs in a piece of text.</li> <li>• Identify examples of similes, metaphors, onomatopoeia and alliteration in texts.</li> <li>• Recognise if a text is written in the first or third person.</li> <li>• Independently use first, second and third letter alphabetical</li> </ul>	<p><i>Uses context clues to read and understand texts.</i></p>
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	<ul style="list-style-type: none"><li>• Know that using a dictionary can help to define an unfamiliar word.</li><li>• Use a basic picture dictionary to help understand unfamiliar words.</li><li>• Spot some of their own mistakes in reading and begin to correct these, with support.</li></ul>	<p>locate definitions of unfamiliar words.</p> <ul style="list-style-type: none"><li>• Spot and correct most of their mistakes in reading, with decreasing support.</li></ul>	<p>order to locate definitions of unfamiliar words.</p> <ul style="list-style-type: none"><li>• Spot their mistakes in reading and correct them independently.</li></ul>	
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<b>CURRICULUM ORGANISER: Reading</b> <b>Finding and Using Information</b> When reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.		<b>EXPERIENCE &amp; OUTCOME:</b> <i>Using what I know about the features of different types of text, I can find, select, sort and use information for a specific purpose. LIT 1-14a</i> <i>I am learning to make notes under given headings and use them to understand information, explore ideas and problems and create new texts. LIT 1-15a</i>		
Core Aspect	Phase 1	Phase 2	Phase 3	Benchmark
<b>Reading:</b>  <b>Finding and Using Information</b>	<ul style="list-style-type: none"> <li>Identify a fiction and non-fiction text using words such a real/made-up and fact/story.</li> <li>Suggest where information about a topic could be found e.g. non-fiction book, internet.</li> <li>Use the contents page and headings to find information in a text, with support.</li> <li>Suggest a simple question to be answered about a topic, in discussion with others.</li> <li>Scan for relevant key word in a text to answer a question, with support.</li> </ul>	<ul style="list-style-type: none"> <li>Provide a simple explanation of the difference between fiction and non-fiction texts, referring to features such as contents page, index and chapters.</li> <li>Identify a relevant text to find information about a topic, from a selection provided.</li> <li>Use the key features to locate information required e.g. non-fiction text on a specific subject using contents, headings and index pages, or a particular website.</li> <li>Generate some simple questions about a topic by themselves.</li> <li>Skim and scan for keywords to locate answers in a text more independently.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the key features of fiction and non-fiction texts e.g. contents, index, glossary, headings, sub-headings, diagrams etc and describe what makes them different.</li> <li>Confidently and independently select a range of texts to locate required information e.g. from the reference section in a library.</li> <li>Use the contents page, headings and sub-headings, index page, diagrams and glossary and specific information within a website.</li> <li>Independently generate detailed questions about a topic.</li> <li>Confidently skim and scan a range of texts for the information required.</li> </ul>	<i>Identifies and finds key information in fiction and non-fiction texts using content page, index, headings, sub-headings and diagrams to help locate information.</i>



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			information gaps, sort and organise information.	
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<p><b>CURRICULUM ORGANISER: Reading</b>  <b>Understanding, Analysing and Evaluating</b>                  Investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary for different purposes.</p>		<p><b>EXPERIENCE &amp; OUTCOME:</b>  <i>To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text. LIT 1-16a</i>  <i>To show my understanding, I can respond to different kinds of questions and other close reading tasks and I am learning to create some questions of my own. ENG 1-17a</i>  <i>To help me develop an informed view, I can recognise the difference between fact and opinion. LIT 1-18a</i>  <i>I can share my thoughts about structure, characters and/or setting, recognise the writer's message and relate it to my own experiences and comment on the effective choice of words and other features. ENG1-19a</i></p>		
Core Aspect	Phase 1	Phase 2	Phase 3	Benchmark
<p><b>Understanding, analysing and evaluating</b></p> <p><b>Main Ideas and purpose of a text</b></p>	<ul style="list-style-type: none"> <li>Begin to identify different genres of text, e.g. letter, poem, report, story.</li> <li>Identify 'why' things happen in a text and share what they think the main idea is, with support.</li> <li>Identify the beginning, middle and end of a text, with support.</li> <li>Begin to suggest why a writer wrote a particular text.</li> <li>Complete a given sentence about the main</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the purpose of different genres e.g. letter, poem, report, story, instructions, personal writing.</li> <li>Discuss their thoughts on what the main idea of a text is and give a reason to back up their answer.</li> <li>Use a greater range of features e.g. headings, illustrations, italics, bold words to identify the main idea and purpose of fiction and non-fiction texts and explain thinking.</li> <li>Write one or more of own simple sentences,</li> </ul>	<ul style="list-style-type: none"> <li>Recognise the features and purposes of different genres e.g. newspaper articles, blog posts, opinion pieces.</li> <li>Identify the main idea of a text and give reasons for their answer.</li> <li>Independently identify the main idea of texts across a range of genres using the main features, and back up their ideas with an example from the text.</li> <li>Write responses identifying the main idea and purpose of a text,</li> </ul>	<p><i>Identifies the main ideas of texts.</i></p> <p><i>Makes appropriate suggestions about the purpose of a text.</i></p>

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	idea of a text is, using given keywords, missing word sentences or sentence stems.	explaining what they think the main idea of the text is and why.	using examples from the text to support their answers.	
<b>Answering literal, inferential and evaluative questions.</b>	<ul style="list-style-type: none"> <li>Sequence the events or facts in a text in the right order, using the terms 'first', 'next', 'then', 'after that'.</li> <li>Respond to closed questions such as who, what, where and when, related to texts. (Blooms – Remembering and Understanding)</li> <li>Begin to respond to simple open questions about texts, with support.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the beginning, middle, &amp; ending of a story or text in discussion or written work.</li> <li>Respond to more varied literal questions such as how, why and inferential questions such as what if? (Blooms – Applying and Analysing)</li> <li>With support, begin to develop the skill of 'reading between the lines', by asking and answering questions in discussions.</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss the significance of main events or ideas from a story or text in chronological order.</li> <li>Respond to more literal, inferential and evaluative questions that require critical thinking or multi-step answers e.g. cause and effect or 'what if' scenarios. (Blooms – Applying and Analysing – more detail and complexity, simple Evaluating)</li> <li>Independently answer questions by "reading between the lines" to find hidden meaning &amp; inferences in a text.</li> <li>Answer evaluative questions by connecting the text to own experience, other texts, the world</li> </ul>	<i>Answers literal, inferential and evaluative questions about texts.</i>

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	<ul style="list-style-type: none"> <li>• With support, frame and ask simple questions to gain an understanding of a text before, during &amp; after reading. (Blooms Remembering and simple Understanding)</li> <li>• Begin to identify open and closed questions and offer a simple explanation of the difference between them.</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to frame and ask more varied questions about texts, that require deeper understanding independently e.g. “Why do you think the character acted that way?” (Blooms – Understanding and Applying)</li> <li>• Identify open and closed questions and offer a simple explanation of the difference between them.</li> <li>• Recognise and give a simple explanation of the differences between literal &amp; inferential questions</li> </ul>	<p>and explaining my thinking using sentence stems as a scaffold.</p> <ul style="list-style-type: none"> <li>• Frame and ask more sophisticated question, digging deeper and exploring themes and symbolism in texts. (Blooms – Understanding and Applying – more detail and complexity)</li> <li>• Recognise and explain the differences between literal, inferential &amp; evaluative questions.</li> </ul>	<p><i>Asks questions to help make sense of a text.</i></p>
<p><b>Fact and Opinion</b></p>	<ul style="list-style-type: none"> <li>• Notice when a text is factual or shares an opinion, using key vocabulary with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Explain the difference between fact and opinion using prior knowledge and key vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Independently recognise fact and opinion statements in a range of texts, using prior knowledge and key vocabulary.</li> </ul>	<p><i>Recognises the difference between fact and opinion.</i></p>

	<ul style="list-style-type: none"> <li>• Begin to sort fact and opinion statements, with support.</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise and sort fact and opinion statements from a small selection.</li> <li>• Give an example of a fact or opinion from a text.</li> </ul>	<ul style="list-style-type: none"> <li>• Confidently recognise and sort fact and opinion statements from a larger variety of texts.</li> <li>• Provide examples of facts and opinions from texts and generate their own based on prior knowledge or new information.</li> <li>• Begin to look for and discuss different opinions in texts.</li> <li>• Give own example of a fact or opinion.</li> </ul>	
<b>Writer's Craft</b>	<ul style="list-style-type: none"> <li>• Identify and talk about characters, settings and plots in stories, with support.</li> <li>• Offer an opinion about a character, setting or plot.</li> <li>• Relate the characters, settings and events in a story to their personal experiences, with support e.g. '[The character] is a bit like me</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and comment on the characters, settings, events, writer's use of language and structure in texts, with support</li> <li>• Begin to identify and comment on the writer's main message and what they think of it.</li> <li>• Make connections between the characters, settings, events and themes in a text and their personal experiences e.g. 'I felt the</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise, discuss and give an opinion about the characters, settings, events, writer's use of language and structure in a text.</li> <li>• Discuss how the writer conveys their message in a text and relate this to their own experiences, if appropriate.</li> <li>• Independently make connections between the text and their personal experiences and explain these in more detail e.g. '[The character] must have felt really left out, embarrassed and miserable when his friends were unkind and</li> </ul>	<p><i>Offers own ideas about characters, writer's use of language, structure and/or setting.</i></p> <p><i>Offers own ideas about the writer's message and, when appropriate, relates these to personal experiences.</i></p>

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	<p>when I went to swimming class.'</p> <ul style="list-style-type: none"> <li>Identifies a sentence in the story with strong descriptive words e.g. descriptions of characters or settings, with support.</li> </ul>	<p>same as [the character] when someone was unkind to me.'</p> <ul style="list-style-type: none"> <li>Explain in simple terms how the author's word choices, adjectives and verbs are used to create a mood or tone in a story.</li> </ul>	<p>left him out of the game. When that happens to me, I feel the same way.'</p> <ul style="list-style-type: none"> <li>Identify devices used by authors such as metaphors, similes, personification, alliteration and specific words that contribute to the mood, tone and meaning of the text.</li> </ul>	
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