







CEC Literacy and English Progression Pathway **Reading - Second Level**

Literacy and English Second Level Progression Pathway

CURRICULUM ORGANISER: Reading Enjoyment and Choice Within a motivating and challenging environment, developing an awareness of the relevance of texts in my life.		EXPERIENCE & OUTCOME: <i>I regularly select and read, listen to or watch texts which I enjoy and find interesting, and I can explain why I prefer certain texts and authors.</i> LIT 1-11a / LIT 2-11a		
Core Aspect	Phase 1	Phase 2	Phase 3	Benchmark
Reading: Enjoyment and Choice	<ul style="list-style-type: none"> Uses known strategy (e.g. 5 finger rules) to choose an appropriately levelled book to read. 	<ul style="list-style-type: none"> Uses known strategy (e.g. 5 finger rules) to choose and read more complex material at appropriate level 	<ul style="list-style-type: none"> Uses known strategy (e.g. 5 finger rules) to choose and read increasingly challenging material at appropriate level. 	<i>Selects texts regularly for enjoyment or to find information for a specific purpose.</i>
	<ul style="list-style-type: none"> Uses tools (e.g. immersive reader, reading buddy) to access texts matched to interest level. 	 With increasing confidence		
	<ul style="list-style-type: none"> Chooses from a range of texts and engages with them independently. 	 With increasing confidence		
	<ul style="list-style-type: none"> Makes choices when selecting texts by considering the purpose of reading (e.g. to entertain or to find out more about a topic of interest) 	 With increasing confidence		
<ul style="list-style-type: none"> Makes choices when selecting texts by considering the blurb, preferences for authors or text types, or links 	<ul style="list-style-type: none"> Makes choices when selecting texts by considering the blurb, preferences for authors, text types or known characters, or links to a topic that they are interested in. 	<ul style="list-style-type: none"> Makes choices when selecting texts by considering the blurb, preferences for authors, text types, known characters, familiar themes or genres, or 		

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<p>Enjoyment and Choice</p>	<p>to a topic that they are interested in.</p> <ul style="list-style-type: none"> Explains why they prefer certain texts, authors, and/or text types (for example by recommending books to others) e.g. 'I chose this text because I enjoy books written by Roald Dahl.' Engages with a selected text for a sustained period 	<ul style="list-style-type: none"> Explains clearly why they prefer certain texts, authors, text types, and/or characters (for example by recommending books to others) e.g. 'I chose this text because the author is a scientist who knows a lot about the Solar System.' 	<p>links to a topic that they are interested in.</p> <ul style="list-style-type: none"> Explains clearly why they prefer certain texts, authors, text types, characters, genres and/or themes (for example by recommending books to others) e.g. 'I chose this text because I enjoy fantasy novels.' 	<p><i>Explains preferences for particular texts, authors or sources with supporting detail.</i></p>
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<p>CURRICULUM ORGANISER: Reading Tools for Reading To help me use texts with increasingly complex or unfamiliar ideas, structures and vocabulary within and beyond my place of learning.</p>		<p>EXPERIENCE & OUTCOME: <i>Through developing my knowledge of context clues, punctuation, grammar and layout, I can read unfamiliar texts with increasing fluency, understanding and expression.</i> ENG 2-12a / ENG 3-12a / ENG 4-12a <i>I can select and use a range of strategies and resources before I read, and as I read, to make meaning clear and give reasons for my selection.</i> LIT 2-13a</p>		
<p>Core Aspect</p>	<p>Phase 1</p>	<p>Phase 2</p>	<p>Phase 3</p>	<p>Benchmark</p>
<p>Reading: Tools for Reading</p>	<ul style="list-style-type: none"> Uses information from graphics, text and experiences to anticipate what will be read/ viewed/heard and to actively adjust comprehension while reading/ viewing/listening. 	<ul style="list-style-type: none"> Working with a wider range of genre, confidently uses pre-reading strategies to predict what is coming next in a text e.g. title, subheadings, diagrams, illustrations, making connections with what they already know. 	<ul style="list-style-type: none"> Working with a wide range of challenging texts, independently uses pre-reading strategies to predict what is coming next in a text e.g. title, subheadings, diagrams, illustrations, making connections with what they already know. 	<p><i>Reads with fluency, understanding and expression using appropriate pace and tone.</i></p>

	<ul style="list-style-type: none"> • Uses knowledge of context, punctuation, grammar and layout clues to read an unfamiliar text. • Demonstrates understanding of a text by answering a range of comprehension questions. • Demonstrates understanding of a text by summarising key points. 	<ul style="list-style-type: none"> • Confidently uses knowledge of context, punctuation, grammar and layout clues to read an unfamiliar text. • Demonstrates understanding of more complex texts by answering increasingly complex comprehension questions including inferential. • Demonstrates understanding of a text by predicting, clarifying and summarising, skimming and scanning. 	<ul style="list-style-type: none"> • Independently uses knowledge of context, punctuation, grammar and layout clues to read an unfamiliar text. • Reading a range of challenging texts, independently generates questions to make appropriate predictions and inferences about the text. • Generates questions to help make appropriate predictions about the content of the text based on prior and knowledge and/or experience. • Uses a range of reading skills to demonstrate understanding of a text such as skimming/scanning, predicting, clarifying and summarising. 	<p><i>Uses knowledge of context clues, punctuation, grammar and layout to read unfamiliar texts with understanding.</i></p> <p><i>Applies a range of reading skills and strategies to read and understand texts, for example, skimming,</i></p>
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	<ul style="list-style-type: none"> • Scan a text to locate key words/phrases. • Uses some specific reading strategies to self-monitor and self-correct. E.g. re-reading, repeating a word, adjusting reading rate. • Reads with fluency, and expression where appropriate, considering tone. • Reads sentences of varying lengths and structures, showing understanding. • Uses context clues and knowledge of the text to find the meaning of unknown words, using a dictionary to check. 	<ul style="list-style-type: none"> • Can use a wider range of reading skills and strategies to self-monitor and self-correct (including digital resources. E.g. recording reading). • Reads with fluency and expression, using the appropriate style and tone. • Reads more complex sentences, of varying lengths and structures, with understanding. • Recognises specialist words needed for curricular areas and can check their meaning using tools, e.g. dictionaries, online tools and reference books. 	<ul style="list-style-type: none"> • Can confidently and independently use a wide range of reading skills and strategies to self-monitor and self-correct. (Including digital learning accelerators) • Reads with fluency and expression, modulating style and tone according to the type of text. • Reads complex sentences, of varying lengths and structures, with understanding and can explain their meaning. • Uses tools to read specialist words and can use the vocabulary in discussion. 	<p><i>scanning, predicting, clarifying and/or summarising.</i></p>
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<p>CURRICULUM ORGANISER: Reading Finding and Using Information When reading and using fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary.</p>		<p>EXPERIENCE & OUTCOME: <i>Using what I know about the features of different types of text, I can find, select and sort information from a variety of sources and use this for a specific purpose.</i> (LIT 2-14a) <i>I can make notes, organise them under suitable headings and use them to understand information, develop thinking, explore problems and create new texts, using my own words as appropriate.</i> (LIT 2-15a)</p>		
Core Aspect	Phase 1	Phase 2	Phase 3	Benchmark
<p>Reading: Finding and Using Information</p> <p>Skimming and Scanning</p>	<ul style="list-style-type: none"> Is beginning to use structural features of texts when skimming to find specific information, e.g. title, contents, blurb, first and last sentences, words in bold/italics/underlined. 	<ul style="list-style-type: none"> Identifies and explains the main structural features of a range of texts when skimming, e.g. character, setting, problem, solution, headings, subheadings, diagrams, illustrations. 	<ul style="list-style-type: none"> Identifies the main structural features of a range of appropriately challenging texts when skimming. 	<p><i>Skims texts to identify purpose and main ideas.</i></p>
	<p>Find, select and sort information</p> <ul style="list-style-type: none"> Is beginning to use text-marking to identify the information required e.g. underlining or highlighting. Scans for information by looking for a key word or phrase within a text, perhaps being given the key word/phrase. Is building independence in finding relevant information on a given topic from more than one source to aid understanding, inform, and answer questions. 	<ul style="list-style-type: none"> Using more complex texts, uses the skills of skimming, scanning and text-marking to identify the information they require, with increasing independence. Finds relevant information on a given topic from more than one source and identifies and selects the key points. 	<ul style="list-style-type: none"> Using a wide range of appropriately challenging texts, independently uses the skills of skimming, scanning and text-marking to identify the information required. Finds relevant information on a given topic from more than one source, can select all of the key points and provide supporting detail. 	<p><i>Scans texts to find key information.</i></p> <p><i>Finds, selects and sorts relevant information from a range of sources.</i></p>

<p>Summarising</p>	<ul style="list-style-type: none"> Summarises and uses information read to inform a piece of writing using appropriate scaffolds (e.g. overwriting) Identifies the main ideas/relevant information in a text and organises information on similar topics/subtopics together in notes with given headings. 	<ul style="list-style-type: none"> Summarises and uses the information read to inform a piece of writing. Understands and can identify the main idea and supporting detail in a text, with increasing accuracy. 	<ul style="list-style-type: none"> Summarises texts concisely, understands and uses the information read to create their own text. Identifies purposes and main ideas across a range of texts and independently picks out supporting details. 	<p><i>Uses notes to create new texts that show understanding of the topic or issue.</i></p>
<p>Make and organise notes</p>	<ul style="list-style-type: none"> Identifies and highlights key words and phrases to find the main ideas in the text. Organises notes under simple headings. Shows understanding of the information by using their own words when sharing. 	<ul style="list-style-type: none"> Identifies and highlights key words and phrases to find the main ideas and supporting detail in a text. Uses headings, sub-headings and key words to organise notes. Uses notes to develop their thinking on a topic by setting questions, adding to prior knowledge and sharing in their own words. 	<ul style="list-style-type: none"> Identifies and highlights key words and phrases to find the main ideas across a range of texts. Organises information using different forms of notes, including mind-maps, graphic organisers. Collect and organise key ideas from a range of sources by planning their research and showing what they have found. 	<p><i>Makes and organises notes using own words, for the most part.</i></p>

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	<ul style="list-style-type: none"> • Is beginning to acknowledge sources. 	<ul style="list-style-type: none"> • Understands the difference between quoting and using their own words. • Acknowledges sources. 	<ul style="list-style-type: none"> • Use notes to create a text that conveys thinking and understanding of a topic, in own words. • Acknowledges sources and creates a bibliography. 	
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<p>CURRICULUM ORGANISER: Reading Understanding, Analysing, and Evaluating Investigating and/or appreciating fiction and non-fiction texts with increasingly complex ideas, structures and specialist vocabulary, for different purposes.</p>	<p>EXPERIENCE & OUTCOME: To show my understanding across different areas of learning, I can identify and consider the purpose and main ideas of a text and use supporting detail. <i>(LIT 2-16a)</i> To show my understanding, I can respond to literal, inferential and evaluative questions and other close reading tasks and can create different kinds of questions of my own. <i>(ENG 2-17a)</i> To help me develop an informed view, I can identify and explain the difference between fact and opinion, recognise when I am being influenced, and have assessed how useful and believable my sources are. <i>(LIT 2-18a)</i></p>
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		I discuss structure, characterisation and/or setting; recognise the relevance of the writer's theme and how this relates to my own and others' experiences; discuss the writer's style and other features appropriate to the genre <i>(ENG 2-19a)</i>		
Core Aspect	Phase 1	Phase 2	Phase 3	Benchmark
<p>Reading:</p> <p>Understanding, Analysing and Evaluating</p> <p>Main ideas and purpose of a text</p>	<ul style="list-style-type: none"> Identifies the main idea of a short text and can pick out some supporting details. Is beginning to identify the author's purpose and intended audience (Why was it written, who is it for?) by the different text structures and features of a text e.g. headings, story structure, key vocabulary, etc. 	<ul style="list-style-type: none"> Identifies the purpose and main idea of a text and can pick out some supporting details. Identifies the author's purpose and audience intended by the different text structures and features of a text e.g. sub-headings, paragraphs, key vocabulary, use of suspense, etc. 	<ul style="list-style-type: none"> Identifies the purpose and main idea across a range of texts and can pick out supporting details. Confidently identifies the author's purpose and audience intended by the different text structures and features of a range of texts e.g. sub-headings, paragraphs, key vocabulary, use of suspense, etc. 	<p><i>Identifies the purpose of a text with suitable explanation.</i></p> <p><i>Identifies the main ideas of a text with appropriate detail.</i></p>
<p>Writer's language</p>	<ul style="list-style-type: none"> Is beginning to know the tools a writer uses to present issues and points of view in fiction and non-fiction by use of key words and phrases e.g. agree and disagree. Demonstrates an understanding of new vocabulary by using it in related discussions. 	<ul style="list-style-type: none"> Understands the tools a writer uses to present issues and points of view in fiction and non-fiction using sentence starters and connectives e.g. in the meantime, on the other hand, etc. Demonstrates an understanding of new vocabulary by using synonyms and/or antonyms for these words. 	<ul style="list-style-type: none"> Confidently recognises and uses the tools of a writer to present issues and points of view in fiction and non-fiction texts, through features of language such as sentence starters, connectives, varying sentence structure, etc. Confidently demonstrates an understanding of new vocabulary by using synonyms and/or 	<p><i>Makes relevant comments about features of language, for example, vocabulary, sentence</i></p>

<p>Responding to Literal, inferential and evaluating questions</p>	<ul style="list-style-type: none"> • Is beginning to use evidence from the text to support their views. • Is beginning to use strategies to help understand the literal & inferential clues in texts e.g. identifying and using key words. • Is beginning to discuss messages, moods, feelings and attitudes by reading between the lines, using deduction and using their knowledge of the text, the world and their own experiences. • Understands that there are different types of questions and knows how to answer them. 	<ul style="list-style-type: none"> • Uses evidence from the text to support their views. • Uses strategies to help understand the literal & inferential clues and use evidence from the text in answering a range of questions e.g. reading between the lines, using prior knowledge/context clues. • With increasing confidence, can identify messages, moods, feelings and attitudes by reading between the lines, using deduction and by using their knowledge of the text, the world and their own experiences. • Understands that there are different types of questions and knows how to answer them, giving some evidence from the text. 	<p>antonyms for these words in a different context.</p> <ul style="list-style-type: none"> • Uses detailed evidence from the text to support their views. • Uses strategies which help them to understand the literal & inferential clues e.g. comparing, contrasting and combining information which is inferred with what is openly stated. • Can confidently identify and explain messages, moods, feelings and attitudes by reading between the lines and using deduction, using their knowledge of the text, the world and their own experiences. • Recognises and answers different types of questions, using evidence from the text. 	<p><i>structure and punctuation.</i></p> <p><i>Responds to a range of questions, including literal, inferential and evaluative questions, to demonstrate understanding texts.</i></p> <p><i>Creates different types of questions to show understanding of texts.</i></p>
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<p>Character, language, structure, setting and writer's themes.</p> <p>Writer's Craft</p>	<ul style="list-style-type: none"> • Is beginning to offer a critical response to the character and setting in a text. • Identifies some of the language the author has used to create different themes and feelings. • Explores the ways in which different authors write, with support. • Is beginning to recognise the effect of figurative and descriptive language in a text. E.g. similes, alliteration/ • Identifies links between characters and events in the text and is beginning to link this with their own lives and other's lives. 	<ul style="list-style-type: none"> • Is beginning to recognise bias and use evidence from the text to support their view. • Offers a critical response to the structure, character and setting in a text. • Understands how the author has created different themes, moods and feelings through different aspects of language. • Compares and contrast the styles of individual writers. • Gives an opinion on the impact of the use of figurative and descriptive language in a text. E.g. similes, metaphors, onomatopoeia • Identifies links between characters, events, and feelings in the text and links these with their own and other's lives, 	<ul style="list-style-type: none"> • Compares the author's point of view with their own beliefs and can justify their reasons. • Confidently recognises bias and use evidence from the text to support their view. • Offers a critical response to the structure, character, setting and themes in a text. • Analyses how the author has created different themes, moods, feelings and attitudes through different aspects of language, using examples from the text. • Compares and contrasts the styles of different writers and can provide evidence from the text to back up their views. • Explains the effect of figurative and descriptive language in a text, using examples. E.g. similes, metaphors, personification • Identifies links between and can discuss the messages and themes 	<p><i>Makes relevant comments about structure, characterisation and/or setting with reference to the text.</i></p> <p><i>Makes relevant comments about aspects of the writer's style, use of language and other features of genre, with reference to the text.</i></p> <p><i>Relates the writer's theme to their own or other's experiences.</i></p>
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		discussing the similarities and differences.	in the text and their own experiences, beliefs and values, and those of others.	
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