

Each table contains the progression points and standards related to the **Reading Dimension** and the Indicators of Progress for the focus on Word Level Knowledge.

### Progressing towards Level 1

#### *Progression Point 0.5*

At 0.5, the work of a student progressing towards the standard at Level 1 demonstrates, for example:

- understanding of the directional sequence of text
- recognition of some letters of the alphabet and awareness of the relationship between sounds and letters
- correct reading of some familiar words; for example, words in the title of a simple reading text, or labels on objects in the classroom
- retelling of the main ideas in a text; for example, the plot after listening to the reading of a picture story book or watching a video
- predictions about events in a text from looking at the cover and illustrations.

#### *Indicators of Progress*

Students select their own written name, read aloud the written names of some children in the class by using the first letter of the name or other distinctive visual features of the word, and may confuse words that have the same letters.

Students start to use terminology such as letter, word and sentence.

Students begin to match written words with some familiar objects and people, for example, they match written names with items in the classroom and show they are aware that a written word can name an object, for example, table, door, window, book.

Students begin to learn a sight reading vocabulary by using distinctive visual features in some words and say, for example, them, you, me, come, the, to, look.

#### *Standard 1.0*

**Students match print and spoken text in their immediate environment. They recognise how sounds are represented alphabetically and identify some sound-letter relationships. They read aloud simple print and electronic texts that include some frequently used words and predominantly oral language structures. They read from left to right with return sweep, and from top to bottom. They use title, illustrations and knowledge of a text topic to predict meaning. They use context and information about words, letters, combinations of letters and the sounds associated with them to make meaning, and use illustrations to extend meaning.**

*Indicators of Progress*

<p>Students combine letter sound knowledge for reading simple, regular, one-syllable, 2–4 letter words with short vowels in various ways. For example, <i>pin, egg, hop</i>, either:</p> <p>(1) by recoding each letter to its matching sound and then blending the sounds; or</p> <p>(2) by selecting one or more first letters and quickly guessing the word.</p>	<p>Students match written words with familiar objects and people for a greater range of familiar contexts. For example, they match written names with items in the classroom and show an awareness that a written word can name an object.</p> <p>Students continue to build a <i>sight or reading</i> vocabulary. For example, they can read <i>I, here, me, am, with, car, children, not, and, to, will, look, he, up, in, big, go, come, for, you, at, went, get, they, boys</i>. They are less likely to misread frequent words that share one or more letters.</p>	<p>Students recognise and read words and phrases that are repeated in the text.</p> <p>Students combine a knowledge of context (meaning, sentence structure and letters) to read or predict words. For example, they use the context and the initial sounds of a word to predict it when reading aloud. For example, they predict ‘house’ in <i>Sam ran into the house</i>.</p>
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**Progressing towards Level 2**

***Progression Point 1.25***

At 1.25, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- naming of all uppercase and lowercase letters in the alphabet
- identification of common sounds for letters
- independent reading of simple print and electronic texts with moderate accuracy and fluency
- accurate reading of high-frequency words
- retelling of what they have read using the text as a prompt
- prediction of what a text will be about, using textual features and some known words
- understanding of differences between real and imaginative texts.

***Indicators of Progress***

Students say aloud one- and two-letter onsets and two-letter rime units that have predictable short vowel sounds, for example, ip, et, without recoding each letter separately; they can say these onset and rime units automatically.

Students read unfamiliar one-syllable regular words with predictable short vowels by segmenting them into onset and rime, saying each unit and blending. Examples of these words are set, lap and bus.

Students read automatically sight or reading vocabulary taught earlier without hesitation and add to this.

***Progression Point 1.5***

At 1.5, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- segmentation and blending of letters in words of one or two syllables
- use of sentence context, predictable structures and initial letters when attempting to read unfamiliar words
- accurate and independent reading of print and electronic texts with high-frequency words

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- self-correction, on recognition that their own reading does not make sense
- inclusion of main ideas in retelling what they have read
- prediction of what might happen next in a story read independently.

### *Indicators of Progress*

Students read aloud two- and three-letter predictable rimes and two-letter onsets and use these to read relevant unfamiliar one-syllable words by recoding and blending.

Students read automatically one-syllable regular words and sight vocabulary taught earlier.

Students use word reading strategies based on this knowledge.

**Progressing towards Level 2**

***Progression Point 1.75***

At 1.75, the work of a student progressing towards the standard at Level 2 demonstrates, for example:

- recognition of a wide range of letters and sounds, and blends in words of more than one syllable
- use of strategies for working out the meaning of unfamiliar words in context; for example, sounding out, rereading, using cues from illustrations
- self-correction, and use of punctuation to contribute to meaning when reading aloud; for example, recognition of quotation marks to identify a speaker’s words
- ordered retelling of main ideas from a text they have read
- response to ideas in short print and electronic literary texts.

***Indicators of Progress***

Students read 2–4-letter predictable rimes including regular vowel–vowel and vowel–consonant digraphs, and two- and three-letter onsets including consonant–consonant digraphs.

Students use these to read relevant unfamiliar one-syllable words by recoding and blending.

Students read automatically one-syllable regular words and sight reading vocabulary taught earlier.

Students read unfamiliar words by making rime and onset analogy with known words.

Students use word reading strategies based on this knowledge.

Students recognise syllables in familiar two-syllable words and use these to read unfamiliar two-syllable words by analogy. For example, *forget/forward*.

***Standard 2.0***

**At Level 2, students read independently and respond to short imaginative and informative texts with familiar ideas and information, predictable structures, and a small amount of unfamiliar vocabulary. They match sounds accurately to a range of letters, letter clusters and patterns, and work out the meaning of unfamiliar phrases and words in context. They locate directly stated information, retell ideas in sequence using vocabulary and phrases from the text, and interpret labelled diagrams. They**

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**predict plausible endings for stories and infer characters feelings. They self-correct when reading aloud and describe strategies used to gain meaning. They identify that texts are constructed by authors, and distinguish between texts that represent real and imaginary experience.**

### *Indicators of Progress*

Students read 2–4 letter irregular rimes and use these to read relevant, unfamiliar one-syllable words by either:

(1) recoding and blending onsets and rimes; or

(2) making rime and onset analogy with known words, e.g., *I know that 'play' will help me with 'stay'*.

**Progressing towards Level 3**

***Progression Point 2.25***

At 2.25, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- use of strategies for working out meanings of unfamiliar words and phrases in context of texts read independently; for example, suggestions of synonyms for familiar words
- understanding of author’s purpose for writing a text; for example, to narrate, to inform, and of how well the text achieved its purpose
- understanding of and responses to texts with several short paragraphs in print and electronic forms
- comprehension of ideas in informative and imaginative texts
- prediction of likely events and inferences about the consequence of actions represented in texts.

***Indicators of Progress***

Students read one-syllable words that have silent letter patterns and link these with the origin of the word, for example, knife or knee.

Students read accurately two- and three-syllable words by saying each syllable, blending and modifying the stress on the vowel in one of the syllables to match a spoken word.

Students describe the actions they use to read two- and three-syllable words (for example, they might read a two-syllable word either by analogy or by recoding and blending syllables and then de-stressing one vowel).

***Progression Point 2.5***

At 2.5, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- use of strategies for reading texts with unfamiliar vocabulary and/or textual features such as captions for illustrations
- understanding of main ideas in a range of informative and imaginative texts
- recognition of connections between events in narrative texts

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- comparison of information presented in different texts about the same topic
- discussion of events and characters' actions in imaginative texts in the light of their own experience.

### *Indicators of Progress*

Students read accurately two- and three-syllable words of high or moderate frequency.

Students show an awareness of simple morphographic patterns, for example, 's' added to a noun can indicate a plural, and 'ed' added to a verb can indicate an action that has finished.

**Progressing towards Level 3**

***Progression Point 2.75***

At 2.75, the work of a student progressing towards the standard at Level 3 demonstrates, for example:

- use of their own knowledge of language structures and features in reading texts that present new and unfamiliar ideas and information
- reading of and responses to imaginative and informative texts, organised in a range of ways such as texts structured in short chapters, or linked sections of electronic texts
- note-taking and recording of key information from a range of texts
- recognition of how authors choose language to describe characters and events; for example, short sentences to build up to a climax, descriptive words to set a scene
- inferences about characters’ motivations and intentions in imaginative texts.

***Indicators of Progress***

Students work out the meanings of unfamiliar words in less redundant contexts where components of the meaning are developed across three or more paragraphs.

Students read accurately 2–4-syllable words with less familiar syllabic patterns.

Students use simple morphographic patterns to assist in working out the meaning of unfamiliar words.

Students show an awareness of homonyms and homophones.

***Standard 3.0***

**At Level 3, students read and respond to an increasing range of imaginative and informative texts with some unfamiliar ideas and information, vocabulary and textual features. They interpret the main ideas and purpose of texts. They make inferences from imaginative text about plot and setting and about characters’ qualities, motives and actions. They infer meaning from material presented in informative texts. They identify how language is used to represent information,**

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**characters, people, places and events in different ways including identification of some simple symbolic meanings and stereotypes. They use several strategies to locate, select and record key information from texts.**

*Indicators of Progress*

Students integrate simple morphographic and graphophonic strategies to read accurately two-syllable words and infer their meanings.		
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**Progressing towards Level 4**

***Progression Point 3.25***

At 3.25, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- interpretations of and responses to a range of literary and everyday texts
- understanding of how authors construct print and electronic texts for different intended audiences and purposes; for example, a letter to a friend or report for the school newsletter
- connections between evidence stated and inferred in texts and their own knowledge and experience to clarify understanding of texts
- predictions and inferences about possible consequences of actions and events during reading
- recognition that texts reflect sociocultural values, attitudes and beliefs.

***Indicators of Progress***

Students independently:

(1) read accurately familiar three-syllabic words by integrating morphographic and graphophonic strategies for known patterns; and

(2) show that they are aware that word meanings are subject specific; they can discriminate between science words and art words when given relevant texts and are aware that the meaning of a word may vary depending on the topic for which it is used.

***Progression Point 3.5***

At 3.5, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- identification of the intended purposes of a wide range of literary and everyday texts
- understanding of features of different kinds of texts; for example, characterisation and plot in narratives, or headings and visual information in informative texts
- use of evidence drawn from the text to support interpretations
- use of strategies for interpreting texts with unfamiliar ideas and vocabulary; for example, reading on and reading back, summarising or paraphrasing
- identification of socio-cultural values, attitudes and beliefs represented in literary texts.

*Indicators of Progress*

Students read less familiar two- and three-syllable words and work out their possible meanings:

(1) for isolated words, they use morphographic features and analogy with known words; and

(2) for words in prose they also use information sources such as the semantic and grammatical contexts of the words.

Students are aware that some word stems convey meaning, for example, they analyse ‘export’, ‘deport’, ‘portable’, ‘porter’ and ‘car port’ and guess that ‘port’ is linked with moving or carrying something.

## Progressing towards Level 4

### *Progression Point 3.75*

At 3.75, the work of a student progressing towards the standard at Level 4 demonstrates, for example:

- interpretations of and responses to a wide range of print and multimodal texts
- understanding and discussion of the textual features of different texts; for example, sequence of ideas in persuasive texts
- analysis and discussion of a range of perspectives presented in different texts on the same topic
- use of a variety of comprehension strategies; for example, reviewing, summarising, asking questions or predicting
- identification of the ways in which texts present a range of values and attitudes.

### *Indicators of Progress*

Students read unfamiliar two- and three-syllabic words in prose and attempt their meanings using morphographic, semantic and syntactic knowledge.

Students read isolated two- and three-syllabic words using their morphographic and graphophonic analysis strategies, for example, they become aware that they can strip off suffixes to link with words they may know. They learn that 'tion' can be removed from nouns to show the related action, for example, attraction → attract, station → stay and that 'ness' can be removed from words to show the related adjective, for example, tidiness → tidy.

Students identify word stems that are words and use these to work out the meanings of unfamiliar words.

### *Standard 4.0*

**At Level 4, students read, interpret and respond to a wide range of literary, everyday and media texts in print and in multimodal formats. They analyse these texts and**

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support interpretations with evidence drawn from the text. They describe how texts are constructed for particular purposes and audiences, and identify how sociocultural values, attitudes and beliefs are presented in texts. They analyse information, imagery, characterisation, dialogue, point of view, plot and setting. They use strategies such as reading on, using contextual cues, and drawing on knowledge of text organisation when interpreting texts containing unfamiliar ideas and information.

### *Indicators of Progress*

Students read accurately familiar multi-syllabic words by integrating morphographic and graphophonic strategies.

Students review and automatise what they have learnt about morphographic units and how they can read and predict the meanings of words using them.

For unfamiliar three-syllable words, they identify the morphographs and predict which vowel(s) will be distressed.

## Progressing towards Level 5

### **Progression Point 4.25**

At 4.25, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- personal responses to a range of texts; for example, written reviews or role-plays
- use of knowledge of text organisation to interpret texts containing unfamiliar ideas and information
- identification and explanations of different interpretations of texts
- explanations of how authors of print and multimodal texts use a variety of techniques to engage audiences
- identification of strategies used by authors to persuade others to share a point of view.

### *Indicators of Progress*

Students can identify the types of words to which particular suffixes are added, for example, that 'ful' is often added to nouns to give *beautiful, mindful, regretful, merciful, sorrowful and forgetful*.

Students review and automatise what they have learnt about morphographic units and how they can read and predict the meanings of words using them.

Students show that they are aware that word meanings are subject specific; they can discriminate between science words and art words when given relevant texts and are aware that the meaning of a word may vary depending on the topic for which it is used.

### **Progression Point 4.5**

At 4.5, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- responses to a range of personal, imaginative, informative and persuasive texts
- discussion and exploration of ideas and issues presented in a wide range of texts
- identification of key ideas by skimming, scanning and use of topic sentences
- explanations about how a text can be interpreted from a variety of perspectives

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- recognition that texts are produced for multiple audiences, purposes and contexts
- use of evidence from a text to support their own interpretations.

### *Indicators of Progress*

Students identify the meaning stem of two- and three-syllable words and work out a word's meaning when the stem is not a known word, for example, they can suggest the meaning of 'ject' by analysing what they know about 'reject', 'project', and 'subject', or 'vert' in 'convert' and 'invert'.

Students describe the effect on the meaning of words when suffixes such as 'age', 'er', 'ist', 'or' are added to nouns or verbs, for example, passage, manager or chemist.

**Progressing towards Level 5**

***Progression Point 4.75***

At 4.75, the work of a student progressing towards the standard at Level 5 demonstrates, for example:

- development of extended personal responses to a range of texts in oral and dramatic presentations, print and multimodal forms
- discussion of different views and values presented in texts
- use of a range of strategies for interpreting texts, including formulation of questions, comparison of different texts, and identification of cause-and-effect connections
- comparison of how information and ideas are presented in a variety of ways in different texts
- critical evaluation of information presented in print and multimodal texts.

***Indicators of Progress***

Students review the morphographic and graphophonic strategies they use for reading unfamiliar 2–4-syllable words and apply these to reading subject-specific vocabulary.		
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***Standard 5.0***

**At Level 5, students read and view imaginative, informative and persuasive texts that explore ideas and information related to challenging topics, themes and issues. They identify the ideas, themes and issues explored in these texts, and provide supporting evidence to justify their interpretations. They produce personal responses, for example, interpretive pieces and character profiles. They infer meanings and messages in texts, analyse how social values or attitudes are conveyed, compare the presentation of information and ideas in different texts, and identify cause and effect in informative texts.**

***Indicators of Progress***

Students read accurately	Students show that they are	
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## Reading – Word Level Knowledge - Developmental Overview

<p>familiar multi-syllabic words by integrating morphographic and graphophonic strategies.</p>	<p>aware that word meanings are subject specific. They discriminate between science words and art words when given relevant texts and are aware that the meaning of a word may vary depending on the topic for which it is used.</p>	
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## Progressing towards Level 6

### *Progression Point 5.25*

At 5.25, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- responses to a variety of texts that explore a range of ideas and issues
- discussion of how the use of language varies according to context, purpose and audience
- comparison of texts that present issues and ideas in a variety of ways
- responses to a wide range of imaginative, informative and persuasive texts in oral, written and multimodal forms
- summary and presentation of information and ideas on a topic from several different texts.

### *Indicators of Progress*

Students read accurately familiar multi-syllabic words by integrating morphographic and graphophonic strategies.

Students show that they are aware that word meanings are subject specific; they discriminate between science words and art words when given relevant texts and are aware that the meaning of a word may vary depending on the topic for which it is used.

### *Progression Point 5.5*

At 5.5, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- discussion of how contemporary and classical literary texts explore ideas and issues relevant to their own lives
- understanding of how variations in language, form and context affect interpretations of texts
- explorations of how texts vary according to context and purpose; for example, contemporary newspaper stories, classical fables, narrative poems, lyrics of popular songs
- personal responses to key ideas and issues in literary texts in oral, dramatic, written and multimodal presentations

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- identification of different perspectives and information used in texts presenting a range of points of view.

### *Indicators of Progress*

Students read accurately familiar multi-syllabic words by integrating morphographic and graphophonic strategies.

Students show that they are aware that word meanings are subject specific; they discriminate between science words and art words when given relevant texts and are aware that the meaning of a word may vary depending on the topic for which it is used.

### *Progression Point 5.75*

At 5.75, the work of a student progressing towards the standard at Level 6 demonstrates, for example:

- reflection on ideas and issues relevant to their own lives that are explored in imaginative, informative and persuasive texts
- discussion of the impact of aspects of texts; for example, the use of imagery and symbolism
- identification of multiple purposes within the same texts; for example, editorials intended to inform, warn or persuade
- critical analyses of and responses to a wide range of imaginative, informative and persuasive texts
- use of metalanguage to compare features of different kinds of texts such as play scripts, films, novels.

### *Indicators of Progress*

Students read accurately familiar multi-syllabic words by integrating morphographic and graphophonic strategies.

Students show that they are aware that word meanings are subject specific; they discriminate between science words and art words when given relevant texts and are aware that the meaning of a word may vary depending on the topic for which it is used.

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