



## Progression through Reading

**Level 1** Pupils recognise familiar words in simple texts. They use their knowledge of letters and sound-symbol relationships in order to read words and to establish meaning when reading aloud. In these activities they sometimes require support. They express their response to poems, stories and non-fiction by identifying aspects they like.

**Level 2** Pupils' reading of simple texts shows understanding and is generally accurate. They express opinions about major events or ideas in stories, poems and non-fiction. They use more than one strategy, such as phonic, graphic, syntactic and contextual, in reading unfamiliar words and establishing meaning.

**Level 3** Pupils read a range of texts fluently and accurately. They read independently, using strategies appropriately to establish meaning. In responding to fiction and non-fiction in a range of modes they show understanding of the main points and express preferences. They use their knowledge of the alphabet and of search techniques to locate sources and find information.

**Level 4** In responding to a range of texts, pupils show understanding of significant ideas, themes, events and characters, beginning to use inference and deduction. They understand that texts reflect the time and culture in which they were written. They refer to the text when explaining their views and are able to locate and use ideas and information.

**Level 5** Pupils show understanding of a range of texts, selecting essential points and using inference and deduction where appropriate. In their responses, they identify key features, themes and characters and select sentences, phrases and relevant information to support their views. They understand that texts fit into historical and literary traditions. They retrieve and collate information from a range of sources.

## Listening to your Child Read

Thank you for listening to your child read at home!

This booklet gives you some helpful tips to use with your child to develop their reading skills.

- Choose a good time to read- for you and your child.
- Keep the sessions regular and short.
- Use the levelled books sent home or share a favourite book.
- Sit somewhere warm and comfortable.
- Let your child hold the book.
- Use plenty of praise.
- Keep up the pace, for example: share reading alternative pages or sentences.
- Be patient- allow your child to think.
- Encourage your child to 'guess and check'. Try **PAUSE, PROMPT and PRAISE**.
- Help out with tricky words- remind them about using different clues (see the 'Reading Checklist') but say the word if necessary- don't make an issue of it.
- Choose a question from the 'Things to Discuss' list to talk about with your child.

## Reading Checklist



- Sound the word out.
- Ask myself, 'Is there another way that letter-pattern can sound?'
- Re-read the sentence to see if it gives me a clue to the meaning and guess the word.
- Check the first letter of the word to see if my guess is right.
- Read around the sentence to see if the word is explained in the text.
- Ask someone if I am really stuck.
- Look at the pictures to see if they give a clue.

### **PAUSE, PROMPT and PRAISE...**

**PAUSE:** if your child gets stuck on a word give them 5 seconds thinking time.

**PROMPT:** remind them of ways to work it out.

**PRAISE:** be specific- 'I like the way you worked that out';  
'Brilliant! You remembered that word from yesterday!'

## Things to Discuss...

### **Before you read...**

Can you predict what the book is going to be about?

How do you think the book is going to end?

What type of a book is it? Fiction? Non- Fiction?

Poetry?

What features of the book will be in it?

### **Whilst you read and afterwards...**

Did you enjoy the book? Why?

What happened in the story? Or what information have you found out?

Did anything surprise you?

Did the book make you think about anything that has happened to you?