

Reading Progressions Year 6-8

This document was created by Clevedon School staff using the NZC, Reading and Writing Standards and the Literacy Learning Progressions. It is indicative of the reading skills and behaviours required to meet the curriculum and national standards by the end of year 6 and year 8. A differentiated programme will be needed to ensure all students are scaffolded to progress in their learning. The learning intentions listed in this document are not in linear order and are not intended to be used as such. The needs of the learners, as identified through formal and informal data gathering, drives learning at all times at Clevedon School. The [reading progressions](#) based on the colour wheel may be more suitable for some lower readers in these year groups. Depending on the needs of students, some of the success criteria may at times become a learning intention for a group of students, for a short period of time.

At Clevedon School reading programmes are characterised by the following:

- Differentiated practices, based on needs, as ascertained by current and reliable data
- Integration of reading into other curriculum areas, and in particular with writing as much possible
- The deliberate selection and integration of reading strategies across a range of texts and across the curriculum
- A balance of fiction and non-fiction text, in print and electronic media
- Teachers and students using the correct vocabulary as set out in this document to ensure students experience the same language of learning from class to class
- The development of assessment capable learners who understand and can articulate the following:
 - Where am I going? What are my goals?
 - How am I going? What progress is being made towards the goal?
 - Where to next? What activities need to be undertaken next to better progress?
- Dimensions of effective practice: The Ministry of Education handbooks *Effective Literacy Practice in Years 1 to 4* and *Effective Literacy Practice in Years 5 to 8* set out six dimensions of effective literacy practice, which have been identified in both New Zealand and international studies. [This section of TKI](#) outlines some of the key links between the dimensions of effective practice and the reading and writing standards. This should be read at team level and implemented by teachers in class programmes.

How to use this document:

- Comprehension skills as highlighted in grey. Students should not necessarily be held back if not all comprehension skills are achieved. It will depend on the individual and other available data/information, for example PROBE or STAR. Some younger students will be more likely to move up even if some comprehension skills are not achieved. Gaps can be transferred to the next level.
- The other learning intentions (non grey areas) are important progressions and supports all the developing reading skills. These progressions should be taught as part of class reading programmes (e.g. as a focus during shared reading times). If they are not all achieved, the student may still progress to the next level. This will depend on the individual and other available data/information, for example STAR.
- These reading progressions are not a checklist to be worked through. They can form the basis of your guided reading programme and should be used to inform planning.
- Data analysis, identifying of goals and any other planning will start with the reading progressions but other resources can also be drawn on.
- Progressions can be used to plan and teach a specific reading group and sometimes for “clinics” i.e. students across the class with the same identified learning need.
- The success criteria in this document should be used as a guide. It is written in teacher language and co-construction of success criteria should take place with students.

Other relevant school based documents: <ul style="list-style-type: none">● Reading progressions - Year 1-5● Literacy achievement map● Assessment timeline and guidelines - Reading● Assessment timeline and guidelines - Writing● Assessment capable learners at Clevedon School	Other relevant documents: <ul style="list-style-type: none">● The New Zealand Curriculum - English achievement objectives● The Reading and Writing Standards● Literacy Learning Progressions
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National Standard Expectations:

By the end of year 5

By the end of year 5, students will read, respond to, and think critically about texts in order to meet the reading demands of The New Zealand Curriculum as they work towards level 3. Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum. The text and task demands of the curriculum are similar for students in year 5 and year 6. The difference in the standard for year 6 is the students' increased accuracy and speed in reading a variety of texts from across the curriculum, their level of control and independence in selecting strategies for using texts to support their learning, and the range of texts they engage with. In particular, by the end of year 6, students will be required to read longer texts more quickly than students in year 5 and to be more effective in selecting different strategies for different reading purposes.

By the end of year 6

By the end of year 6, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 3. Students will locate, evaluate, and integrate information and ideas within and across a small range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum. The text and task demands of the curriculum are similar for students in year 5 and year 6. The difference in the standard for year 6 is the students' increased accuracy and speed in reading a variety of texts from across the curriculum, their level of control and independence

in selecting strategies for using texts to support their learning, and the range of texts they engage with. In particular, by the end of year 6, students will be required to read longer texts more quickly than students in year 5 and to be more effective in selecting different strategies for different reading purposes.

By the end of year 7

By the end of year 7, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum as they work towards level 4. Students will locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum. The text and task demands of the curriculum are similar for students in year 7 and year 8. The difference in the standard for year 8 is the students' increased accuracy and speed in reading a variety of texts from across the curriculum, their level of control and independence in selecting strategies for using texts to support their learning, and the range of texts they engage with. In particular, by the end of year 8, students need to be confidently and deliberately choosing the most appropriate strategies for reading in different learning areas.

By the end of year 8

By the end of year 8, students will read, respond to, and think critically about texts in order to meet the reading demands of the New Zealand Curriculum at level 4. Students will locate, evaluate, and synthesise information and ideas within and across a range of texts appropriate to this level as they generate and answer questions to meet specific learning purposes across the curriculum. The text and task demands of the curriculum are similar for students in year 7 and year 8. The difference in the standard for year 8 is the students' increased accuracy and speed in reading a variety of texts from across the curriculum, their level of control and independence in selecting strategies for using texts to support their learning, and the range of texts they engage with. In particular, by the end of year 8, students need to be confidently and deliberately choosing the most appropriate strategies for reading in different learning areas.

By the end of Year 6 (NZC: level 3)

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
read independently for sustained periods of time	<ul style="list-style-type: none"> ● I can read in class time and in my own time ● I can select texts which are appropriate for my level ● I can select books which I know will hold my interest ● I can read continuously for longer periods on one text ● I can sustain meaning across a variety of texts on the same topic across many days
evaluate ideas	<ul style="list-style-type: none"> ● I can make judgements about a text and justify my personal opinion e.g. agree or disagree and why? ● I can think critically about information within a text ● I can differentiate fact from opinion ● I can form opinions about a text
identify the author's purpose	<ul style="list-style-type: none"> ● I understand that an author has different purposes for writing ● I know the difference between persuading, explaining, informing and entertaining ● I can use structural features of the text to help me identify the purpose ● I can evaluate how successful an author has been
read fluently	<ul style="list-style-type: none"> ● I can read aloud accurately using my decoding skills ● I can read aloud at an appropriate speed ● I can read punctuation correctly and adjust my phrasing ● I can read with expression
develop my vocabulary	<ul style="list-style-type: none"> ● I can identify unknown words in a text ● I can use my dictionary and thesaurus skills ● I can recognise and understand what prefixes, suffixes and root words mean ● I can apply my knowledge of word parts to help me work out the meaning of new words ● I know that words have different meanings depending on context
identify figurative language	<ul style="list-style-type: none"> ● I can identify and name figurative language within a text eg: metaphor, simile, personification, alliteration etc ● I understand why authors use figurative language ● I can visualise figurative language ● I know that words have different meanings depending on context
grammatical constructions	<ul style="list-style-type: none"> ● Identify the parts of a sentence (nouns, verbs, phrases and clauses) ● I can apply my knowledge of how words work to a variety of tasks
identify and interpret visual language features	<ul style="list-style-type: none"> ● I can interpret information within visual language features e.g. photographs, graphs, maps, charts, diagrams

identify specific language features	<ul style="list-style-type: none"> ● I understand that different text types have different language features ● I can identify language features specific to a genre ● I can discuss the deliberate use and impact of language features in the text
self monitor	<ul style="list-style-type: none"> ● I know when what I have read doesn't make sense ● I can adjust my reading rate according to the text ● I can choose from a range of strategies e.g. reread, read on, slow down, ask for help etc.
locate information	<ul style="list-style-type: none"> ● I can skim through a text e.g. flick through the pages and look at titles and headings ● I can scan to find specific information in a text ● I can explain skimming vs. scanning ● I can locate key words, facts and phrases ● I can use contents, glossary and index to help me locate information ● I can ignore competing information e.g. bias and prejudice
predict	<ul style="list-style-type: none"> ● I can form a hypothesis about texts ● I can ask myself what might happen next ● I can use evidence from the text to make an educated prediction about what might happen
make connections	<ul style="list-style-type: none"> ● I can make connections between the text and my prior knowledge and/or personal experiences ● I can make connections between texts ● I can make connections between the text and my knowledge of the world
summarise	<ul style="list-style-type: none"> ● I can identify the main ideas (who, what, where, when, why, how) ● I can identify the key words ● I can justify my choice of important information ● I can take notes about a text ● I can use the language of summarising e.g. The most important point is... ● I can ignore competing or non important information ● I can give a concise summary of a text
ask and answer questions	<ul style="list-style-type: none"> ● I can ask questions about what I am reading to seek clarification ● I can recognise what different types of questions are asking me to do ● I can use the text to ask and answer different types of questions <ul style="list-style-type: none"> ○ right there - literal ○ think and search - reorganisation ○ author and me - inference ○ on my own - evaluative ● I can check that my answer is appropriate for my question
infer	<ul style="list-style-type: none"> ● I can use clues from the text combined with my prior knowledge to make inferences ● I can take information from different parts of the text ● I can justify my inferences using evidence from the text

Note:

- Texts will include both fiction and non-fiction in electronic and print media
- Grey section indicates comprehension skills

By the end of Year 8 (NZC: level 4)

Reading Progressions I am learning (to)...	Success Criteria I will know that I have been successful when...
read independently for sustained periods of time	<ul style="list-style-type: none"> ● I can read in class time and in my own time ● I can select texts which are appropriate for my level ● I can select books which I know will hold my interest ● I can select and read a variety of types of books to challenge my thinking and widen my repertoire ● I can read continuously for longer periods on one text ● I can sustain meaning across a variety of texts on the same topic across many days ● I can respond to a text using my personal opinion
evaluate ideas	<ul style="list-style-type: none"> ● I can evaluate a text during and after reading ● I can form opinions, make judgements by using texts ● I can justify opinions using evidence in the text ● I can make generalisations from the text ● I can critically evaluate a text
identify the author's purpose	<ul style="list-style-type: none"> ● I can identify a hyperbole within texts ● I can identify a supposition within the text ● I can identify assumptions made in the text by the author ● I can identify bias in a text ● I can evaluate the reliability and usefulness of texts ● I can identify and evaluate author's purpose and choices about language
read fluently	<ul style="list-style-type: none"> ● I can decode with automaticity ● I can read aloud accurately ● I can read aloud at an appropriate speed ● I can read punctuation correctly and adjust my phrasing ● I can read with expression
extend my vocabulary	<ul style="list-style-type: none"> ● I can identify unknown words in a text ● I can use my dictionary and thesaurus skills ● I can recognise and understand what prefixes, suffixes and root words mean ● I can apply my knowledge of word parts to help me work out the meaning of new words ● I know that words have different meanings depending on context ● I can look closely at the text at a word and sentence level
identify figurative language	<ul style="list-style-type: none"> ● I can identify and name figurative language within a text eg: metaphor, simile, personification, alliteration etc ● I understand why authors use figurative language ● I can visualise figurative language ● I know that words have different meanings depending on context ● I can interpret and explain the meaning of a metaphor

	<ul style="list-style-type: none"> ● I can interpret and explain an analogy ● I can interpret the meaning of connotative language used ● I can interpret and explain abstract ideas
think critically	<ul style="list-style-type: none"> ● I can reflect when reading ● I can triangulate information from a variety of sources ● I can differentiate fact from opinion ● I can question the attitude, values and beliefs of texts ● I can identify and resolve issues in texts from competing information ● I can use evidence from the text to defend my argument ● I can include my personal viewpoint in my response
use knowledge of text types and text structures	<ul style="list-style-type: none"> ● I can identify different text types and structures (continuous and noncontinuous) ● I can explain the purpose of the text types and or structures ● I can describe the structure and language features and link this to author's purpose ● I can use rhetorical patterns: cause and effect ● I can use grammatical constructions
self monitor	<ul style="list-style-type: none"> ● I know when what I have read doesn't make sense ● I can adjust my reading rate according to the text ● I can choose from a range of strategies e.g. reread, read on, slow down, ask for help etc
locate information and ideas within and across texts	<ul style="list-style-type: none"> ● I can skim and scan a text to find specific information ● I can scan to find a main idea and the supporting details ● I can use the top down and bottom up skills simultaneously ● I can be flexible in finding information ● I can locate information in a variety of places within or across texts (for example contents, glossary and index) ● I can re-organise information ● I can ignore competing information e.g. bias and prejudice
ask and answer questions	<ul style="list-style-type: none"> ● I can identify what type of question I am answering e.g. use question answer relationship (QAR) ● I can generate and answer questions ● I can inquire about texts I am reading
use prior knowledge	<ul style="list-style-type: none"> ● I can use prior knowledge to interpret abstract ideas complex plots and sophisticated themes ● I can explain my personal response to the text and support these with evidence ● I can relate the prior knowledge back to my understanding of the text and link it together to explain and write a reader's response.
visualise	<ul style="list-style-type: none"> ● I can identify and explain the language the author has used to help create an image for the reader ● I can create an accurate image from information from the text
predict	<ul style="list-style-type: none"> ● I can ask myself what might happen next ● I can use evidence from the text to form a hypothesis

make connections	<ul style="list-style-type: none"> ● I can make connections between the text and my prior knowledge and/or personal experiences ● I can make connections between texts ● I can make connections between the text and my knowledge of the world
infer	<ul style="list-style-type: none"> ● I can find and use clues to 'read between the lines' ● I can justify my inference with evidence from the text. ● I can explain and understand the terms implicit and explicit ● I can find specific explicit information in text and determine the implicit idea or message ● I can link and explain the explicit and implicit ideas in the text
summarise	<ul style="list-style-type: none"> ● I can identify main and subsidiary ideas ● I can make links between ideas ● I can identify the key words ● I can justify my choice of important information ● I can take notes about a text ● I can use the language of summarising e.g. The most important point is... ● I can ignore competing or non important information ● I can give a concise summary of a text

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- Texts will include both fiction and non-fiction in electronic and print media
- Grey section indicates comprehension skills