

ESF Reading Scope and Sequence

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5
Role Play	Experimental	Early	Transitional	Proficient
Kindergarten	Year 2	Year 4	Year 6	
Year 1	Year 3	Year 5	Beyond Year 6	

Notes:

• = IB Language Scope and Sequence

- = First Steps Indicators

Reference has been made to the New Zealand Language Curriculum

Ongoing Development

Listen to and join in with stories and poems, one to one and also in small groups

- Look at books independently
- Listen to stories with increasing attention and recall
- Enjoy an increasing range of books
- Know that information can be retrieved from books and computers

K1

Display reading-like behaviour, e.g. showing an understanding of how a book works, for example, cover, beginning, directional movement, end, holds book right way up, clicks mouse to see new window

K2

Listen to and demonstrate comprehension by talking about significant ideas in a text

- Know that print carries a message but may 'read' their own writing and unfamiliar texts differently each time

- Read and demonstrate comprehension of texts by, e.g. recalling some ideas explicit in a text, identifying the topic of a text and responding to questions
- Demonstrate that print remains constant, e.g. when listening to familiar stories, notice when the reader leaves out or changes parts, transfer knowledge of familiar words from one context to another
- Maintain the storyline when 'reading' familiar texts
- With assistance, locate and select texts appropriate to purpose or interest
- Participate in shared reading, joining in with rhymes, refrains and repeated texts
- Read texts at an age appropriate level with understanding

- Read and demonstrate comprehension of texts by:
 - recalling ideas explicit in a text
 - selecting a limited number of explicit events to retell a text
 - linking two ideas explicit in a text, e.g. an action and its result
- Participate in shared reading, posing and responding to questions
- Begin to locate and select texts appropriate to purpose, interest and readability, e.g. use library systems, skim contents page
- Realise that there is a difference between fiction and non-fiction texts
- Read texts at an age appropriate level with understanding

- Read and demonstrate comprehension of texts by:
 - recalling key information explicit in a text
 - identifying main ideas explicit in simple texts
 - selecting events to retell a text, sometimes including unnecessary events or information
 - linking explicit ideas in a text, e.g. comparing a character at different points in a story
- Recognise a range of different text types, e.g. letters, poetry, plays, stories, novels, reports, articles
- Locate and select texts appropriate to purpose, interest and readability, e.g. use library systems, skim contents page
- Read texts at an age appropriate level with understanding

- Read and demonstrate comprehension of texts by:
 - recalling key information explicit in an increasing range of texts
 - identifying main ideas explicit in a range of texts
 - selecting events to retell a text
 - linking ideas, both explicit and implicit, in a small range of text
- Recognise and use the different parts of a book, e.g. contents, index, glossary
- Locate and select texts both in print and online to suit purpose, e.g. newspapers, magazines, journals, comics, graphic books, e-books, blogs, wikis
- Read texts at an age appropriate level with understanding

- Read and demonstrate comprehension of texts by:
 - identifying main idea(s) citing supporting detail
 - selecting events from a text to suit a specific purpose
 - linking ideas, both explicit and implicit, in a text, e.g. cause and effect
- Use reference books, dictionaries, and computer and web-based applications with increasing independence and responsibility
- Locate and select texts appropriate to purpose and audience, e.g. use search engines, check currency of information
- Read texts at an age appropriate level with understanding

- Read and demonstrate comprehension of a wide range of texts independently and with understanding
- Appreciate authors' use of language and interpret meaning beyond the literal
- Locate, organise and synthesise information from a variety of sources, including the library/ media centre, the internet, people in the school, family, the immediate or the global community
- Use the internet responsibly and knowledgeably, appreciating its uses and limitations
- Read texts at an age appropriate level with understanding

- Read and demonstrate comprehension of texts by considering peers' perspectives to co-construct new understanding
- Compare texts with a similar theme by organizing information and ideas to provide evidence for a particular point of view
- Read texts at an appropriate level with understanding

Contextual Understanding	<p>Ongoing development Describe main story settings, events and principal characters</p> <p>K1 Make links to own experience when listening to or 'reading' texts, e.g. points to illustrations saying 'I had a party.'</p> <p>K2 Identify and talk about familiar characters or people from texts</p>	<ul style="list-style-type: none"> Express opinions about the meaning of a story <ul style="list-style-type: none"> Talk about the ways different people or characters are represented in texts Demonstrate that print and illustrations combine to carry the message. Identify the role of the author and illustrator of a text 	<ul style="list-style-type: none"> Express an opinion about a text, but may not always be able to justify it <ul style="list-style-type: none"> Make connections between personal experience and storybook characters Wonder about texts and ask questions to try to understand what the author is saying to the reader 	<ul style="list-style-type: none"> Express and justify personal responses to texts, e.g. "I didn't like ... because..." <ul style="list-style-type: none"> Recognise how characters, people and events are represented and offer suggestions for alternatives Discuss the author's and illustrator's purpose in creating a text 	<ul style="list-style-type: none"> Recognise own interpretation may differ from that of other readers or the author/s <ul style="list-style-type: none"> Discuss personality and behaviour of storybook characters, commenting on reasons why they might react in particular ways Understand that authors and illustrators select information to suit a purpose and audience 	<ul style="list-style-type: none"> Understand and respond to the ideas, feelings and attitudes expressed in various texts, showing empathy for characters <ul style="list-style-type: none"> Recognise that authors and illustrators attempt to position readers Recognise devices that authors and illustrators use to influence construction of meaning, e.g. visual clues, omissions Distinguish between fact and opinion and reach their own conclusions about what represents valid information 	<ul style="list-style-type: none"> Discuss and justify own interpretation of a text <ul style="list-style-type: none"> Recognise how characters or people, facts and events are represented and can speculate about the author's choices Recognise and explain how authors and illustrators attempt to position readers Recognise and explain devices that authors and illustrators use to influence construction of meaning, e.g. visual clues, omissions 	<ul style="list-style-type: none"> Recognise how one's values, attitudes and beliefs impact on the interpretation of text <ul style="list-style-type: none"> Compare and contrast the plots and/or characters of two different but similar novels, commenting on effectiveness and impact. Discuss the target audience for a specific text, and how the author has tailored the language, ideas and presentation to suit
Conventions	<p>Ongoing development -Join in with repeated refrains and anticipates key events and phrases in rhymes and stories -Enjoy rhyming and rhythmic activities -Recognise rhythm in spoken words -Recognise familiar words and signs such as own name and advertising logos</p> <p>K1 -Distinguish between pictures and written text -Know repetitive patterns in very familiar stories -Recognise own name or part of it, in print</p> <p>K2 -Begin to discriminate between visual representations such as symbols, numbers, ICT iconography, letters and words -Know that print, in English, is read from left to right and top to bottom</p>	<ul style="list-style-type: none"> Identify the letters of the alphabet by name and sound <ul style="list-style-type: none"> Recognise a word as a unit of print with space on either side Demonstrate understanding of the concepts and conventions of print, e.g. left to right, top to bottom, spacing, capital letters and full stops Read and understand familiar print from the immediate environment, e.g. signs, advertisements, logos, ICT iconography Identify and generate rhyming words when listening to a text Recognise a small bank of known words in different contexts, e.g. high frequency and high interest words 	<ul style="list-style-type: none"> Recognise all letters by name and their regular sounds <ul style="list-style-type: none"> Demonstrate understanding of the concepts and conventions of print, e.g. layout and punctuation Recognise a bank of known words in different contexts, e.g. high frequency and high interest words 	<ul style="list-style-type: none"> Explain how a small range of text forms vary by stating: <ul style="list-style-type: none"> purpose, e.g. to instruct some elements of Organization, e.g. procedures have headings some elements of structure, e.g. procedures list materials and steps Recognise a bank of frequently used words in different contexts, e.g. high frequency and high interest words 	<ul style="list-style-type: none"> Explain how known text forms vary by using knowledge of: <ul style="list-style-type: none"> purpose, e.g. to report text organisation, e.g. headings, subheadings, an index, glossary language features, e.g. timeless tense Recognise an increasing bank of words in different contexts, e.g. grammatical knowledge, subject specific words, less common words 	<ul style="list-style-type: none"> Explain how a range of text forms vary by using knowledge of: <ul style="list-style-type: none"> purpose, e.g. to persuade text structure, e.g. problem and solution language features, e.g. conjunctions Recognise an increasing bank of words in different contexts, e.g. subject specific words 	<ul style="list-style-type: none"> Identify genre (including fantasy, biography, science fiction, mystery, historical novel) and explain elements and literary forms that are associated with different genre Recognise and understand figurative language, e.g. similes, metaphors, idioms 	<ul style="list-style-type: none"> Recognise the selection of language features such as: <ul style="list-style-type: none"> words to distinguish fact from opinion and bias, e.g. I think; It has been reported synonyms to denote connotations, e.g. thief, bandit, pickpocket Recognise an extensive bank of words automatically in many contexts

Processes and Strategies

<p>K1 -Rely upon knowledge of topic and text organisation such as pictures when 'reading' -Show awareness of rhyme and alliteration</p> <p>K2 -Rely on the strategy of connecting to comprehend, e.g. connect text to self -Hear and say the initial sound in words -Segment the sounds in simple words and blend them together, know which letters represent some of them -Link sounds to letters, naming and sounding the letters of the alphabet -Begin to read words and simple sentences -Continue a rhyming string</p>	<p>- Determine unknown words by using a small range of word-identification strategies, e.g. sounding out, predicting using beginning letters and/or pictures - Begin to draw upon a small knowledge base to comprehend, e.g. topic knowledge, sentence patterns and sound-symbol relationships - Use a small range of strategies to comprehend, e.g. prediction, connection</p>	<p>- Determine unknown words by using a small range of word-identification strategies, e.g. sounding out, semantics - Draw upon a small knowledge base to comprehend, e.g. topic knowledge, sentence patterns and sound-symbol relationships - Use some strategies to comprehend, e.g. comparing, predicting, connecting</p>	<p>- Determine unknown words by using a range of word-identification strategies, e.g. chunking, re-reading - Draw upon a small knowledge base to comprehend, e.g. sight vocabulary, concept and text structure knowledge - Use a small range of strategies to comprehend, e.g. self-questioning, adjusting reading rate • Make predictions about a story, based on their own knowledge and experience; revise or confirm predictions as the story progresses • Reflect regularly on reading and set future goals</p>	<p>- Determine unknown words by using a range of word-identification strategies, e.g. reading on, adjusting reading rate - Draw upon an increasing knowledge base to comprehend, e.g. sight vocabulary, concept and text structure knowledge - Use an increasing range of strategies to comprehend, e.g. inferring, creating images • Know how to skim and scan texts to decide whether they will be useful, before attempting to read in detail • Reflect regularly on reading and set future goals</p>	<p>- Determine unknown words by using word-identification strategies, e.g. analogy - Draw upon a wide knowledge base to comprehend, e.g. text structure and organisation, grammar, vocabulary - Use an increasing range of strategies to comprehend, e.g. determining importance, summarising • Identify relevant and reliable information and decide on appropriate ways to use it • Reflect regularly on reading and set future goals</p>	<p>- Determine unknown words by using word-identification strategies - Draw upon a wider knowledge base to comprehend, e.g. text structure and organisation, grammar, vocabulary • Use a range of strategies to solve comprehension problems and deepen their understanding of a text • Make inferences and be able to justify them • Reflect regularly on reading and set future goals</p>	<p>- Determine unknown words by using a range of word-identification strategies - Select from a broad knowledge base to comprehend, e.g. text structure and organization, cultural/world knowledge, grammar, vocabulary - Select appropriate strategies from a wide range to comprehend - Determine unknown words by selecting appropriate word-identification strategies • Reflect regularly on reading and set future goals</p>	

<p>K1 Listens to and joins in when sharing information books, stories, rhymes and poems, one to one and also in small groups. Demonstrates a developing understanding of how books work by handling books appropriately, starting at the beginning and turning the pages one by one.</p> <p>K2 Enjoys an increasing range of books and knows that they can be used to find out information. Knows that writing carries a message.</p> <p>K1 Makes connections between books and their own, real life, experiences.</p> <p>K2 Shows understanding of the main features of books they have listened to or read.</p> <p>K1 Recognises their own name in print. Recognises the difference between pictures and written text.</p> <p>K2 Recognises the difference between symbols, numbers, letters and words.</p> <p>K1 Uses picture cues to tell a story. Shows awareness of rhyme and alliteration. Recognises rhythm in spoken words.</p> <p>K2 Hears and says the initial sounds in words. Links sounds to letters, naming and sounding the letters of the alphabet. Uses the letter sounds they know to read simple words. Begins to read words and simple sentences.</p>	<p>Participate in shared reading, joining in with rhymes, refrains and repeated texts</p> <p>Read texts at an age appropriate level with understanding</p> <p>Express opinions about the meaning of a story</p> <p>Demonstrate that print and illustrations combine to carry the message.</p> <p>Identify the letters of the alphabet by name and sound</p> <p>Identify and generate rhyming words when listening to a text</p> <p>Recognise a small bank of known words in different contexts, e.g. high frequency and high interest words</p> <p>Determine unknown words by some word-identification strategies, e.g. sounding out, predicting using beginning letters and/or pictures</p> <p>Use some knowledge and strategies to comprehend, e.g. topic knowledge, sentence patterns, sound-symbol relationships, prediction, connection</p>	<p>Begin to locate and select texts appropriate to purpose, interest and readability, e.g. use library systems, skim contents page</p> <p>Read texts at an age appropriate level with understanding</p> <p>Make connections between personal experience and texts</p> <p>Ask questions to understand what the author is saying to the reader</p> <p>Recognise all letters by name and their regular sounds</p> <p>Use punctuation when reading</p> <p>Recognise a bank of known words in different contexts, e.g. high frequency and high interest words</p> <p>Determine unknown words by using a range of word-identification strategies, e.g. sounding out, vocabulary knowledge</p> <p>Use some knowledge and strategies to comprehend, e.g. sentence patterns, comparing, predicting, connecting</p>	<p>Locate and select texts appropriate to purpose, interest and readability, e.g. use library systems, skim contents page</p> <p>Read texts at an age appropriate level with understanding</p> <p>Express and justify personal responses to texts, e.g. I didn't like...because...</p> <p>Discuss the author's and illustrator's purpose in creating a text</p> <p>- Explain how a small range of text forms vary by stating: - purpose, e.g. to instruct - some elements of Organization, e.g. procedures have headings - some elements of Structure, e.g. procedures list materials and steps</p> <p>Recognise a bank of frequently used words in different contexts, e.g. high frequency and high interest words</p> <p>Determine unknown words by using a range of word-identification strategies, e.g. chunking, re-reading</p> <p>Use a range of knowledge and strategies to comprehend, e.g. sight vocabulary, text structure, self-questioning, adjusting</p>	<p>Locate and select texts both in print and online to suit purpose, e.g. newspapers, magazines, journals, comics, e-books, blogs</p> <p>Recognise and use the different parts of a book, e.g. contents, index, glossary</p> <p>Read texts at an age appropriate level with understanding</p> <p>Understand that authors and illustrators select information to suit a purpose and audience</p> <p>Explain how known text forms vary by using knowledge of: - purpose, e.g. to report - text organisation, e.g. headings, subheadings, an index, glossary - language features, e.g. timeless tense</p> <p>Recognise an increasing bank of words in different contexts, e.g. subject specific words, less common words</p> <p>Determine unknown words by using a range of word-identification strategies, e.g. reading on, adjusting reading rate</p> <p>Use an increasing range of knowledge and strategies to comprehend, e.g. grammatical knowledge, inferring,</p>	<p>Locate and select texts appropriate to purpose and audience, e.g. use search engines, check currency of information</p> <p>Use reference books, dictionaries, and computer and web-based applications with increasing independence</p> <p>Read texts at an age appropriate level with understanding</p> <p>Distinguish between fact and opinion and reach conclusions about what represents valid information</p> <p>Recognise techniques that authors and illustrators use to influence construction of meaning, e.g. visual clues, layout</p> <p>- Explain how a range of text forms vary by using knowledge of: - purpose, e.g. tp persuade - text structure, e.g. problem and solution - language features, e.g. conjunctions</p> <p>Recognise an increasing bank of words in different contexts, e.g. subject specific words</p> <p>Determine unknown words by using word-identification strategies, e.g. analogy</p> <p>Use an increasing range of knowledge and strategies to comprehend, e.g. text structure and organization, determining importance, summarizing</p> <p>Identify relevant and reliable information</p>	<p>Locate, organise and synthesise information from a variety of sources</p> <p>Use the internet responsibly and knowledgeably, appreciating its uses and limitations</p> <p>Read texts at an age appropriate level with understanding</p> <p>Discuss and justify own interpretation of a text</p> <p>Recognise and explain techniques that authors and illustrators use to influence construction of meaning, e.g. visual clues, layout</p> <p>Identify and explain the features of a range of genre, e.g. fantasy, biography, science fiction, mystery, historical novel, graphic novels</p> <p>Recognise and understand figurative language, e.g. similes, metaphors, idioms</p> <p>Determine unknown words by using word-identification strategies</p> <p>Use a range of knowledge and strategies to solve comprehension problems and deepen their understanding of a text</p> <p>Make inferences and justify them</p>	
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			reading rate	creating images Skim and scan texts to decide whether they will be useful, before attempting to read in detail			
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