

# Reading

Literacy Continuum – Cluster 1 -12



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# Cluster 1



- Recognises own name.
- Engages in shared reading of familiar texts with repeated language patterns.
- Spends time looking at books and other print material.
- Tells a story based on pictures or names pictures.
- Attempts to read words in the environment, e.g. billboards, signs.

# Cluster 2



- Reads one or two words in environmental print/ texts.
- Reads some words in a sentence correctly. OE
- Holds a book the right way up. OE
- Differentiates between writing and pictures. OE
- Points to words using one-to-one correspondence when 'reading'. OE
- Reads some high frequency words correctly in simple, predictable texts, e.g. my, I. OE
- Begins to read with fluency and rhythm when text and image placement are consistent.



## Cluster 3

- Reads one or more sentences correctly in environmental print/texts.
- Reads one or more sentences correctly in a simple book.
- Uses context and emerging grammatical knowledge to predict meaning in texts and supplement decoding attempts.
- Reads words using known letter/sound relationships.
- Reads a number of 'easy' texts with an increasing number of high frequency words and illustrations that provide high support.
- Begins to develop fluency and understanding by revisiting familiar texts.

# Cluster 4

- Reads all or most of a more challenging story book. EP
- Maintains fluency when reading texts with varied and irregular text and image placement.
- Pauses or hesitates when meaning is disrupted when reading. EP
- Reads aloud with increasingly appropriate pitch, intonation and fluency. EP



# Cluster 5



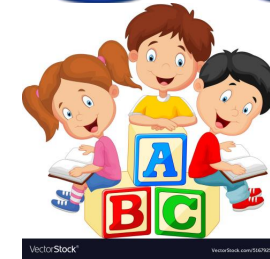
- Reads texts with varied sentence patterns and several lines of text per page.
- Demonstrates increased fluency by recognising and decoding words automatically when reading familiar texts.
- Recognises when meaning is disrupted and attempts to self-correct when reading.
- Reads fluently and accurately with attention to punctuation.

# Cluster 6



- Understands that pathways for reading literary and factual, print and screen texts can be navigated in different ways.
- Self-corrects when meaning is disrupted, e.g. by pausing, repeating words and phrases, rereading and reading on. 1
- Reads aloud with fluency and phrasing, adjusting pace, volume, pitch and pronunciation to enhance meaning and expression. 1

# Cluster 7



- Understands text features such as illustrations, diagrams, tables, maps and graphs to enhance meaning.
- Automatically integrates a range of information, e.g. meaning, grammar and letter/sound relationships to read in a phrased and fluent way.
- Knows that literary, factual and screen texts need to be ‘read’ in differing ways.
- Responds to punctuation and adjusts expression to enhance meaning when reading aloud



# Cluster 8



- Reads increasingly complex texts with less familiar content and vocabulary and more extended descriptions. 2
- Engages with both literary and factual texts of increasing length and difficulty for longer periods of time (at least 10 minutes). 2
- Reads texts in different ways to meet a range of reading purposes.
- Independently monitors own reading by using a variety of self-correction strategies to maintain meaning.

# Cluster 9

- Reads for sustained periods (15–20 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days.
- Uses visual representations, e.g. photographs, tables, charts to enhance meaning when reading factual texts.
- Selects and uses the most effective word identification strategy, including using letter-sound relationships, syllables and blending and segmenting to maintain fluency and meaning.
- Demonstrates an awareness of how to use skimming/scanning and text features such as subheadings to locate specific information.
- Uses screen navigation features when reading and viewing Internet texts



# Cluster 10



- Reads short novels with minimal illustration, unfamiliar content, settings and characters and challenging and unusual vocabulary.
- Adjusts rate of reading to suit text complexity and reading purpose.
- Uses more sophisticated word identification strategies to maintain word and sentence level fluency and create meaning, e.g. use of homonym, syllabification (including more complex letter combinations in multisyllabic words), analogy.
- Uses topic knowledge, vocabulary knowledge and context to read unknown words when engaging with subject texts.
- Chooses a reading path appropriate to the text (literary, factual, electronic) and navigates multimodal texts appropriate to the purpose.

# Cluster 11

- Reads for sustained periods (20–30 minutes) and sustains understanding in longer texts over time, e.g. reading short novels over several days.
- Confidently engages with a wide range of authentic texts, e.g. newspapers, TV documentaries, websites and chooses reading pathways appropriate to the purpose for reading/viewing.
- Monitors reading for accuracy and meaning and adjusts reading when difficulties are encountered, e.g. adjusts speed, rereads and attends to most important information.
- Uses phonic knowledge to read less familiar words that share common letter patterns but have different pronunciations.
- Manipulates multiple texts that include a variety of purposes and modes to locate information for a specific purpose.
- Uses text navigation skills such as skimming and scanning to efficiently locate specific information in literary, factual and electronic texts.



# Cluster 12

- Reads increasingly longer novels and subject texts using a range of effective word identification strategies to maintain meaning.
- Reads, views and uses a wide variety of literary and factual, print and electronic texts with increasing autonomy, e.g. extended novels and information texts, video documentaries, multimedia and performance texts, graphic material.
- Reads more demanding subject texts that have increasing levels of technicality and abstraction.
- Monitors reading for accuracy and meaning by selecting and using appropriate higher order word identification skills such as knowledge of word origins and analogy.
- Demonstrates understanding of how to use phonic knowledge, e.g. blending letter sound relationships, common and uncommon letter patterns to read increasingly complex words.
- Confidently adjusts the chosen reading/viewing pathway to achieve the intended purpose in literary and factual, print, electronic and multimodal texts.

