The Learning Progression Framework for ENGLISH LANGUAGE (READING SKILLS)

Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate	Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate	Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate

Underlying Principles

1. Language development strategies, generic skills, and positive values and attitudes are essential to English Language learning and form an integral part of the learning-teaching-assessment cycle.

2. Learners are exposed to a variety of text types and reading purposes (e.g. reading for academic development, reading for pleasure) in preparation for real life applications.

3. Selection of a wide range of texts of appropriate lengths and different topics, including authentic texts, is crucial to the development of reading skills and strategies (e.g. scanning for specific information, skimming for gist, using contextual clues) as well as learners' awareness of different cultures.

4. The interplay between tasks and texts is a factor for consideration when teachers design a range of tasks for learners to demonstrate their understanding of the texts. In principle, task demand increases with text complexity as learners progress in the development of reading skills and strategies. To cater for learner diversity, simple tasks can be included for complex texts to cultivate learners' confidence, and difficult tasks for simple texts to stretch their abilities.

5. Teacher support is essential to helping learners understand the text and demonstrate their understanding during the learning and teaching process. Teachers are also expected to help learners activate their prior knowledge and experiences in the process of interacting with the text. As learners progress, the amount of support provided is gradually reduced to promote learner independence.

ATM = Attainment Milestone

Reading - ATM 1	Reading – ATM 2	Reading – ATM 3	Reading – ATM 4	Reading – ATM 5	Reading – ATM 6	Reading – ATM 7	Reading – ATM 8
Understanding information and ideas in some short simple texts, using some reading strategies as appropriate	**Understanding information, ideas and feelings in a small range of short simple texts, using some reading strategies as appropriate**	**Understanding and inferring information, ideas and feelings in a small range of simple texts, using and integrating a small range of reading strategies as appropriate**	**Understanding and inferring information, ideas and feelings in a range of simple texts, using and integrating a small range of reading strategies as appropriate**	**Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a small range of reading strategies as appropriate**	**Understanding and inferring information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate**	**Understanding, inferring and interpreting information, ideas, feelings and opinions in a range of texts with some degree of complexity, using and integrating a range of reading strategies as appropriate**	**Understanding, inferring and interpreting information, ideas, feelings and opinions in complex texts, using and integrating a range of reading strategies as appropriate**
Pointers *Learners can, for example,* • recognise some high frequency words (e.g. the, you) • decode words by using knowledge of letter-sound relationships • process simple sentences by using knowledge of basic conventions of written English (e.g. basic punctuation) • follow predictable texts by recognising the repeated use of sentence patterns • follow instructions and signs by recognising key words with visual support • master basic book concepts (e.g. titles and names of authors) • locate specific information by recognising simple formats (e.g. birthday or invitation cards)	Pointers *Learners can, for example,* • work out the meaning of words by using knowledge of letter-sound relationships • recognise common contracted forms by connecting them to their full forms • process simple sentences by identifying meaningful chunks • locate specific information by identifying key words • follow ideas by understanding the use of simple cohesive devices (e.g. simple connectives, pronouns) • identify characters, setting and sequence of events in stories • make predictions about the content from the titles, illustrations or contents page	Pointers *Learners can, for example,* • work out the meaning of words and phrases by using knowledge of word formation (e.g. prefix, suffix) and some semantic clues (e.g. synonyms) • process some compound and complex sentences • locate specific information by recognising simple text structures (e.g. list of ingredients followed by cooking procedures in recipes) • identify main ideas and some supporting details explicitly stated in the text • make predictions about the likely development of the text by identifying key words • infer information, ideas and feelings by using clues in close proximity • identify simple stylistic features (e.g. personification)	Pointers *Learners can, for example,* • work out the meaning of words and phrases by using semantic and syntactic clues • locate details which support the main ideas from different parts of a text • follow ideas by recognising simple text structures and understanding the use of cohesive devices • infer feelings of characters from pieces of information in narrative texts • deduce information and ideas by using semantic and syntactic clues	Pointers *Learners can, for example,* • work out the meaning of some idiomatic expressions (e.g. phrasal verbs and idioms) by using semantic and syntactic clues • follow the development of main ideas and make connections between ideas and information not explicitly stated by using semantic and syntactic clues • organise information and ideas in texts by using knowledge of text structures and some graphic forms (e.g. mind maps, character webs) • distinguish facts from opinions by using semantic and syntactic clues • identify the stylistic features in texts (e.g. flashback in narrative texts)	Pointers *Learners can, for example,* • work out the literal and implied meaning of words and expressions by using semantic and syntactic clues • gather, distil and summarise more extensive information and ideas from texts • compare alternative views and arguments in texts by using graphic forms and making notes (e.g. drawing tables with appropriate headings, using point form, and own shorthand and symbols) • deduce themes based on information and ideas from texts • identify writers' attitudes clearly signalled in texts	Pointers *Learners can, for example,* • work out the meaning of figurative language (e.g. metaphors) by using semantic and syntactic clues • analyse the development of ideas, views or arguments in texts • interpret ideas and opinions presented in different texts and draw conclusions • analyse texts for themes, intended audience and writers' attitudes by reviewing • understand the use of stylistic features in texts (e.g. the use of rhetorical questions and hyperboles in speeches for emphatic purposes)	Pointers *Learners can, for example,* • justify interpretations of writers' intention by using well-chosen evidence from texts • synthesise ideas and opinions presented in different texts and draw conclusions • analyse texts for themes, intended audience and writers' attitudes by understanding their social and cultural implications • analyse the use of different text types in presenting a message • appreciate the rhetoric of texts by understanding the use of stylistic features in texts and the effects achieved

<u>**NB**</u>

The reading strategies included in some of the pointers provide examples on how these strategies can help learners construct meaning and interpret texts. They are by no means exhaustive or prescriptive.

They serve as reference for teachers in planning and developing tasks for the learning-teaching-assessment cycle.