

Prosody Progression Document

WORD READING	Has moved beyond overt blending to read words. Has a good orthographic store of words they know. Decodes unknown words with some effort.	Automatically reads words from their orthographic store and decodes unknown words quickly.	Reads sentences with automaticity but groupings are unrelated to context of sentence.	Reads with good phrasing, preserving the syntax.
	<p>I can read without needed to blend sounds.</p> <p>I can decode words I do not know to read them, but it can be tricky.</p>	<p>I can automatically read words.</p> <p>I can decode words I do not know to read them quickly.</p>	I can read sentences automatically.	I can read with good phrasing and keep the order of words in the text.
WORD MEANING/CONTEXT	Reads over new words, not pausing to consider their meaning.	Searches for context clues to understand the meaning of new words. Recognises what pronouns are referring back to.	Can understand the meaning of known words when they are encountered in novel contexts.	Can apply knowledge of root words, word families and how prefixes/suffixes meaning to understand known words in different contexts.
	I can read new words without pausing to think about what they mean.	<p>I can search for clues in the text that help me to know what a new word means.</p> <p>I can explain who or what a pronoun (he, she, I, it, his, hers, theirs, yours) is referring to.</p>	I know what an unfamiliar word means when I read them in narratives.	I use my knowledge of root words, word families, prefixes and suffixes to understand words I know in different types of writing.
PUNCTUATION FOR MEANING	Does not notice punctuation marks when reading.	Mostly pauses for end punctuation marks. Is aware of other punctuation but does not use it when reading.	Pauses appropriately for all punctuation but does not yet use it to cue expression.	Pauses appropriately for punctuation marks and uses punctuation to cue expression and appropriate inflection.
	When I read, I do not notice or use the punctuation marks.	<p>I mostly pause for punctuation when it is used at the end of a sentence.</p> <p>I can spot different punctuation used, but I do not use it when I read.</p>	I can pause appropriately for all punctuation, but I do not use it as a cue for expression.	I can pause appropriately for punctuation and use it to start expression or inflection.
EXPRESSION, FLOW AND PACE	Reads with uneven pace. Unable to stress particular words or phrases to show meaning.	Understands why expression, flow and pace might change to show meaning and can read in this way when it is modelled to them.	Chooses to vary expression, flow and pace to show meaning in places but this is not sustained in longer reads.	Has created a mental model of the text and uses this to inform their choices of expression, flow and pace whilst they read longer texts. Can explain the impact of their choice on the audience.
	<p>I read at an uneven pace.</p> <p>I am not able to stress particular words or phrases to show meaning.</p>	<p>I can explain why expression, flow and pace change to show meaning.</p> <p>I can use expression, flow and pace effectively when it is modelled to me.</p>	I can chose to vary my expression, flow and pace to show meaning in places, but I do not do this consistently.	<p>I can use a text to make choices for expression, flow and pace during longer texts.</p> <p>I can explain the impact of my choices when reading on the audience.</p>