



READING - Progression of Skills and Knowledge

Strand	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<ul style="list-style-type: none"> I can distinguish same and different sounds. I can spot and suggest a rhyme. I can count and clap syllables in a word. I can hear and suggest alliteration. I can read individual letters by saying sounds for them. I can say a sound for each letter in the alphabet and at least 10 digraphs. I can read words consistent with my phonic knowledge by sound-blending. I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> I can apply phonic knowledge and skills as the route to decode words. I can respond with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. I can read common exception words, I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. I can read other words of more than one syllable that contain taught GPCs. I can read words with contractions [for example, I'm, I'll, we'll]. I can read books aloud accurately where they are consistent with my developing phonic knowledge. I can re-read these books to build up my fluency and confidence in word reading. 	<ul style="list-style-type: none"> My decoding is embedded and reading is fluent. I can blend sounds that have been taught recognising alternative sounds for graphemes. I can read accurately words with 2 or 3 syllables. I can read words with common suffixes, such as -ing and -ed. I can read further exception words. I can read most words quickly and accurately, without overt sounding and blending. I can re-read books with fluency and accuracy. 	<ul style="list-style-type: none"> I can read with fluency a range of appropriate text types (including fairy stories, myths and legends, poetry, plays and non-fiction books). I can read at sufficient speed. I can read common exception words (including those in Y2 spelling appendix) by sight, noting unusual correspondence between spelling and sound. I know a full range of GPCs and use phonic skills consistently / automatically. I can determine the meaning of new words by sometimes applying knowledge of root words and affixes e.g. disagree, misbehave, incorrect. 	<ul style="list-style-type: none"> I can read with increased fluency a range of age appropriate texts / or read at a speed sufficient for them to focus on understanding. I can read most common exception words effortlessly, noting unusual correspondence between spelling and sound. I know a full range of GPCs and automatically use phonic skills to address unfamiliar or challenging words. I can determine the meaning of new words, applying knowledge or root words and affixes e.g. information, invasion, enclosure, mountainous. 	<ul style="list-style-type: none"> I have fluent and automatic reading of a range of age-appropriate texts (including modern fiction & those from literary heritage, and books from other cultures). I can try to determine the meaning of new words by applying morphological knowledge of root word and affixes e.g. suspect/suspicious, change/changeable, receive/reception. I know securely the pronunciation of words with the same letter string, e.g. brought, cough, though, plough. 	<ul style="list-style-type: none"> I have fluent and effortless reading of age appropriate texts (including modern fiction and those from literary heritage, books from other cultures). I can determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, and innocence. I can use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make meaning clear.
Comprehension	<ul style="list-style-type: none"> I know that print has meaning and understand how it works on a page. I can talk about books and what new vocabulary means. 	<ul style="list-style-type: none"> I have developed pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and 	<ul style="list-style-type: none"> I take pleasure in reading and am motivated to read. I can listen to and discuss (expressing views) a wide range of poetry, stories and non-fiction at a level beyond 	<ul style="list-style-type: none"> I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can use dictionaries to check the meaning of 	<ul style="list-style-type: none"> I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks [Year group appropriate] and make textual references. 	<ul style="list-style-type: none"> I can maintain a positive attitude to reading. I can read, discuss and explain an increasingly wide range of fiction, poetry, plays, non-fiction. 	<ul style="list-style-type: none"> I can demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, in and out of the classroom.

Strand	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<ul style="list-style-type: none"> I can listen and respond to what I have heard. I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. I can anticipate (where appropriate) key events in stories. I can use and understand recently introduced vocabulary about stories, non-fiction, rhymes and poems and during role play. 	<ul style="list-style-type: none"> non-fiction at a level beyond that at which I can read independently. I can link what I read or hear read to my own experiences. I am familiar with key stories, fairy stories and traditional tales, retelling them and can consider their particular characteristics. I can recognise and join in with predictable phrases or familiar part of story. I am learning to appreciate rhymes and poems, and to recite some by heart. I can discuss word meanings and link new meanings to those already known. I can draw on what I already know or on background information and vocabulary provided by the teacher. I can check that the text makes sense to me as I read and correcting inaccurate reading. I can discuss the significance of the title and events in a book. I can make simple inferences on the basis of what is being said and done (i.e. explain why a character does or says things). I can predict what might happen on the basis of what has been read so far. I can participate in discussion about what is read to me, taking turns and listening to what others say. 	<ul style="list-style-type: none"> that at which I can read independently. I can discuss the sequence of events in books and how items or information are related. I can retell stories, including fairy stories and traditional tales. I can discuss different structures in non-fiction. I can recognise simple recurring literary language in stories and poetry, like 'once upon a time'. I can discuss what new words mean, linking them to words I already know. I can discuss favourite words and phrases that create an impact. I can appreciate and recite poems (learnt by heart)with some appropriate intonation to show meaning. I can draw on what I already know or from background information given. I can check that the text makes sense and correct inaccurate reading. I can make inferences about characters based on what is being said and done. I can answer and ask questions about the text. I can predict what might happen based on what I have read. I can participate in discussions about what I have read, taking turns and listening to others. I can explain what has happened in the texts 	<ul style="list-style-type: none"> words that I have read and use the meaning in context. I have an increasing familiarity with a wide range of books, including fairy stories, myths and legends, retell some of these orally and write synopsis if required. I can explain and discuss my understanding of the text, e.g. explain events. I can make choices and explain preferences by beginning to know preferred authors and text types. I can identify themes and conventions in a wide range of age appropriate texts. I can prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action to show meaning. I can identify words and phrases that capture the reader's interest and imagination. I can recognise and discuss features of some different forms of poetry. I can check that the text makes sense, discuss my understanding and explain the meaning of words in context. I can ask questions to improve my understanding of a text. I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and 	<ul style="list-style-type: none"> I can use dictionaries to check the meaning of words that I have read and use the meaning in context. I have an increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally and write synopsis if required. I can express views about a wide range of fiction, poetry and plays; begin to justify comments. I can recognise typical presentational features in a range of non-fiction and reference books. I can identify the 'bigger' themes of texts. I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. I can identify words and phrases that capture the reader's interest and imagination and discuss. I can recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous and explain differences. I can check that the text makes sense, discuss understanding and explain the meaning of words in context. I can asks questions to improve my understanding of a text. I can draw inferences such as inferring 	<ul style="list-style-type: none"> I can recommend books I have read and give reasons. I can readily ask questions to enhance understanding. I can read books that are structured in different ways and read for a range of purposes. I have increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. I can identify and discuss themes and conventions in and across a wide range of books. I can make comparisons within and across books. I can recite a wider range of poetry by heart. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. I can check that the book makes sense, discuss my understanding and explore the meaning of words in context. I can provide simple explanations for the purpose of language, structure and presentational features. I can discuss and evaluate how authors' 	<ul style="list-style-type: none"> I can show increased familiarity with different text types. I can actively recommend books to others, giving reasons, and state preferences. I can demonstrate that I have learned a wide range of poetry by heart. I can identify structural and presentational features in text and explain how they contribute to meaning. I can explain and consider finer meaning of words to make sense of text. I can identify effect of language, including figurative, and explain and evaluate its effect. During discussion, I can ask pertinent questions to enhance understanding. I can make accurate and appropriate comparisons within and across text. I can make developed inferences with evidence to support reasoning. I can use evidence from a text to make predictions. I can distinguish between fact and opinion. I can summarise content drawn from more than one paragraph and across a text. I can use appropriate quotes from a text or detailed references to a text in my written answers.

Strand	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		<ul style="list-style-type: none"> I can explain clearly my understanding of what is read to me. 	<p>that I have read or had read to me.</p>	<p>justifying inferences with some evidence.</p> <ul style="list-style-type: none"> I can predict what might happen from details stated and implied. I can identify main ideas drawn from more than one paragraph and summarise these. I can identify how language, structure, and presentation contribute to meaning. I can research, retrieve and record pertinent information from non-fiction texts. I can participate in discussions about both books that are read to me and those I can read for myself, taking turns and listening to what others say. 	<p>characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p> <ul style="list-style-type: none"> I can predict what might happen from details stated and implied. I can identify main ideas drawn from more than one paragraph and summarise these. I can identify how language, structure, and presentation contribute to meaning. I can research, retrieve and record pertinent information from non-fiction texts. I participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say and asking relevant questions. 	<p>use language, including simile and imagery and its effect on the reader.</p> <ul style="list-style-type: none"> I can draw and justify inferences and make predictions. I can distinguish fact from opinion with some success. I can draw inferences such as infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence. I can retrieve the main ideas drawn from more than one paragraph, identifying key details. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can retrieve and record information from non-fiction. I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others ideas and challenge views courteously. I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for my views. 	<ul style="list-style-type: none"> I can participate in discussions, express and justify opinions, courteously challenging others' views. I can explain my understanding through formal presentations and debate.