



Reading Progression Y1-6

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>Range of Reading & Familiarity with texts (You need to cover all of these by the end of the year, several times!)</p> | <ul style="list-style-type: none"> ✓ I can listen attentively to a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently. ✓ I can identify basic similarities and differences between experiences of characters in a story and of my own. ✓ I can recall a few basic features of age appropriate key stories, fairy and traditional tales, retelling them in order and identifying some characteristics. ✓ I can recognise and join in with predictable phrases in a text. (e.g. I'll huff and I'll puff and I'll blow your house down) | <ul style="list-style-type: none"> ✓ I can listen to, discuss and express views, at a level beyond that at which I can read independently, about a wide range of contemporary and classic poetry, stories, non-fiction ✓ I can independently and accurately recount the main events in a wide range of age appropriate stories, fairy stories and traditional tales. ✓ I can recognise simple recurring literary language in stories and poetry. | <ul style="list-style-type: none"> ✓ I can listen attentively and participate in discussion about a wider range of fiction, poetry, plays and non-fiction. ✓ I can use, select and read books that are structured in different ways for the appropriate purposes ✓ I can retell with increasing accuracy, a wide range of age-appropriate fairy stories, myths and legends. ✓ I can independently identify and discuss some themes and conventions in age appropriate texts | <ul style="list-style-type: none"> ✓ I can listen attentively and participate in discussion about a wider range of fiction, poetry, plays and non-fiction. ✓ I can use, select and read books that are structured in different ways for the appropriate purposes ✓ I can accurately retell, some orally, a wide range of age-appropriate fairy stories, myths and legends. ✓ I can independently identify and discuss some themes and conventions in age appropriate texts | <ul style="list-style-type: none"> ✓ I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ✓ I can select and read books making increasing effective use of the structure ✓ I can make comparisons within and between books. ✓ I am familiar with a wide range of age appropriate books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. ✓ I can recognise and discuss the themes and conventions used in a wide range of age appropriate texts | <ul style="list-style-type: none"> ✓ I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ✓ I can select and read books making effective use of the structure ✓ I can make comparisons within and between books. ✓ I am familiar with a wide range of age appropriate books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. ✓ I can recognise and discuss the themes and conventions used in a wide range of age appropriate texts |
| <p>Poetry & Performance</p> | <ul style="list-style-type: none"> ✓ I can recite some poems by heart. I can show my enthusiasm for listening and responding to rhymes and poems. | <ul style="list-style-type: none"> ✓ I can continue to build up a repertoire of poems learnt by heart, reciting some, with intonation to make the meaning clear. | <ul style="list-style-type: none"> ✓ I can perform poems and playscripts, using intonation, volume and tone, using drama approaches to aid understanding. ✓ I can identify and name some different forms of poetry. | <ul style="list-style-type: none"> ✓ I can perform poems and playscripts, using intonation, volume and tone, using drama approaches to aid understanding. ✓ I can confidently identify and name some different forms of poetry. | <ul style="list-style-type: none"> ✓ I can select and learn by heart an increasing range of age appropriate poems. ✓ I can prepare poems and plays to read aloud and to perform, show an increasing understanding through intonation, tone and volume so as to gain and maintain the attention of an audience. | <ul style="list-style-type: none"> ✓ I can select and learn by heart an increasing range of age appropriate poems. ✓ I can prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so as to gain and maintain the attention of an audience. |
| <p>Non-fiction</p> | | <ul style="list-style-type: none"> ✓ I can explain how non-fiction books are used. | <ul style="list-style-type: none"> ✓ I can record and retrieve information from non-fiction. | <ul style="list-style-type: none"> ✓ I can record and retrieve information from non-fiction. | <ul style="list-style-type: none"> ✓ I can, in my reading of age appropriate texts, distinguish between statements of fact and opinion. ✓ I can retrieve, record and present information from non-fiction | <ul style="list-style-type: none"> ✓ I can, in my reading of age appropriate texts, distinguish between statements of fact and opinion. ✓ I can retrieve, record and present information from non-fiction |



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| <p>Decoding (Teach these through guided reading. Ensure the taught spelling is focussed on in all reading/ writing during that week)</p> | <ul style="list-style-type: none"> ✓ I can speedily respond with the correct sound to graphemes at Phase 5. (e.g. ee/ or/ ar) ✓ I can read accurately by blending taught GPCs at Phase 5. E.g. morning, coach, cried ✓ I can read common exception words at Phase 5, noting unusual correspondences between spelling and sound and where these occur in the word. ✓ 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 aloud phonically decodable books that 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"> ✓ I can, without undue hesitation, continue to apply phonic knowledge and skills at phase 6 as the route to decode words until automatic decoding has become embedded and reading is fluent. ✓ I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ✓ I can read accurately words of two or more syllables that contain the same graphemes as above ✓ I can read words with almost all common suffixes. ✓ I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ✓ I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. ✓ I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. ✓ I can re-read these books to build up my fluency and confidence in word reading. | <ul style="list-style-type: none"> ✓ I am beginning to use knowledge of root words, prefixes and suffixes to read aloud and understand new words ✓ I can use my understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word | <ul style="list-style-type: none"> ✓ I can use knowledge of root words, prefixes and suffixes to read aloud and understand new words ✓ I can use my understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word | <ul style="list-style-type: none"> ✓ I can use my knowledge of a wide range of root words, prefixes, suffixes (morphology and etymology) both to understand and pronounce new words with minimal impact | <ul style="list-style-type: none"> ✓ I can use my knowledge of a wide range of root words, prefixes, suffixes (morphology and etymology) both to understand and pronounce new words with minimal impact. |
| <p>Word meanings (Should be done daily in every lesson without needed to be taught as stand alone regularly)</p> | <ul style="list-style-type: none"> ✓ I can usually draw on my existing vocabulary to guess the meaning of new words and explain these links. | <ul style="list-style-type: none"> ✓ I can discuss and clarify the meanings of words, linking new meanings to known vocabulary, I can discuss my favourite words and phrases. | <ul style="list-style-type: none"> ✓ I can independently use a dictionary to check the meaning of words encountered in reading. | <ul style="list-style-type: none"> ✓ I can independently use a dictionary to check the meaning of words encountered in reading. | | |



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| <p>Understanding (Expect the child to demonstrate these skills in every text covered)</p> | <p>✓ I can draw on what I already know or on the background information and vocabulary provided by the teacher.</p> <p>✓ I can check that the text makes sense as I read, and I correct inaccurate reading.</p> | <p>✓ I can discuss the order of events in books and how items of information are related.</p> <p>✓ I can draw on what I already know or on background information and vocabulary provided by the teacher.</p> <p>✓ I can check that the text makes sense to me as I read, and correct inaccurate reading.</p> | <p>✓ I can monitor reading of age appropriate texts for sense, self-correcting if I have misread and discussing the meaning of new or unusual words in context</p> <p>✓ I can ask simple questions to improve my understanding of the text I am reading.</p> <p>✓ I am beginning to identify the main ideas in paragraphs and summarise them.</p> | <p>✓ I can monitor reading of age appropriate texts for sense, self-correcting if I have misread and discussing the meaning of new or unusual words in context</p> <p>✓ I can ask questions to improve my understanding of the text I am reading.</p> <p>✓ I can identify the main ideas in paragraphs and summarise them.</p> | <p>✓ I can monitor reading for sense and self correct when I misread. I can explore how the same word can have different meanings in different contexts.</p> <p>✓ I can ask questions of myself to improve my understanding when independently reading age appropriate texts.</p> <p>✓ I can, when reading an age appropriate book independently, recognise some of the main ideas in paragraphs and can usually identify key details that support the main idea.</p> | <p>✓ I can monitor reading for sense and self correct when I misread. I can explore how the same word can have different meanings in different contexts.</p> <p>✓ I can ask questions of myself to improve my understanding when independently reading age appropriate texts.</p> <p>✓ I can, when reading an age appropriate book independently, recognise the main ideas in paragraphs and can usually identify key details that support the main idea.</p> |
| <p>Inference (Expect the child to demonstrate these skills in every text covered)</p> | <p>✓ I can discuss the significance of the title and events within the story.</p> <p>✓ I can make inferences on the basis of what is being said and done.</p> | <p>✓ I can make inferences on the basis of what is being said and done.</p> <p>✓ I can answer and ask questions about the book I am reading.</p> | <p>✓ I can draw inferences, giving evidence, about characters, feelings, thoughts and motives from their actions.</p> | <p>✓ I can draw inferences, giving evidence, about characters, feelings, thoughts and motives from their actions.</p> | <p>✓ I can draw some inferences such as inferring characters' feelings, thoughts and motives from their actions and explain my thinking, routinely returning to the text to support my opinions.</p> | <p>✓ I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and explain my thinking, routinely returning to the text to support my opinions.</p> |
| <p>Prediction (Expect the child to demonstrate these skills in every text covered)</p> | <p>✓ I can predict what might happen on the basis of what has been read so far.</p> | <p>✓ I can predict what might happen with responses linked closely to the story read so far.</p> | <p>✓ I can usually read 'between the lines' when reading independently, to predict what might happen next</p> | <p>✓ I can usually read 'between the lines' when reading independently, to predict what might happen next</p> | <p>✓ I can read between the lines to predict what might happen next, beginning to identify clues planted for the reader.</p> | <p>✓ I can read between the lines to predict what might happen next, usually identifying clues planted for the reader.</p> |
| <p>Authorial Intent (Expect the child to demonstrate these skills in every text covered)</p> | | | <p>✓ I can usually identify words and phrases from reading that interest, inspire or intrigue me and say why, beginning to explaining the effect on me as a reader.</p> <p>✓ I am beginning to identify distinctive language, structural and presentation features and how these contribute to meaning.</p> | <p>✓ I can usually identify words and phrases from reading that interest, inspire or intrigue me and say why, explaining the effect on me as a reader.</p> <p>✓ I can identify distinctive language, structural and presentation features and how these contribute to meaning.</p> | <p>✓ I can identify some distinctive language, structural and presentational features in my independent reading. I can demonstrate my understanding of how these help the reader draw meaning from the text.</p> <p>✓ I can identify some language, including figurative language in age appropriate texts the writer has chosen for impact, and begin to discuss and evaluate the impact on me as a reader.</p> | <p>✓ I can identify distinctive language, structural and presentational features in my independent reading. I can demonstrate my understanding of how these help the reader draw meaning from the text.</p> <p>✓ I can identify language, including figurative language in age appropriate texts the writer has chosen for impact, and discuss and evaluate the impact on me as a reader.</p> |



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| <p>Discussing reading (Expect the child to demonstrate these skills in every text covered)</p> | <ul style="list-style-type: none"> ✓ I can participate in discussion about what is read to me, remembering key events taking turns and listening to what others say. ✓ I can explain clearly my understanding of what is read to me. | <ul style="list-style-type: none"> ✓ I can contribute ideas and thoughts to discussion, remember significant events/ key information and usually follow the agreed rules of turn taking when working in a group. ✓ I can explain and discuss understanding of books, poems and other material, both those that I listen to and those that I read for myself. | <ul style="list-style-type: none"> ✓ I can usually discuss the text I am reading in groups and in whole class, following agreed rules for group talk including taking turns and listening to what others say. | <ul style="list-style-type: none"> ✓ I can usually discuss the text I am reading in groups and in whole class, following agreed rules for group talk including taking turns and listening to what others say. | <ul style="list-style-type: none"> ✓ I can share my opinions about age appropriate books I have read independently and make recommendations to peers, giving reasons for choices. ✓ 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 challenging views courteously. ✓ I am beginning to explain and discuss my understanding of what I have read, including through formal presentations and debates. ✓ I can justify views offering coherent evidence to support them. | <ul style="list-style-type: none"> ✓ I can share my opinions about age appropriate books I have read independently and make recommendations to peers, giving reasons for choices. ✓ 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 challenging views courteously. ✓ I can explain and discuss my understanding of what I have read, including through formal presentations and debates. ✓ I can justify views offering coherent evidence to support them. |
| <p>Spoken Language (These will be covered incidentally through most lessons, however, if something needs more focus, please spend more time embedding it)</p> | <ul style="list-style-type: none"> ✓ listen and respond appropriately to adults and their peers ✓ ask relevant questions to extend their understanding and knowledge ✓ use relevant strategies to build their vocabulary ✓ articulate and justify answers, arguments and opinions ✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings ✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments ✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas ✓ speak audibly and fluently with an increasing command of Standard English ✓ participate in discussions, presentations, performances, role play/improvisations and debates | | | | | |



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| | <ul style="list-style-type: none">✓ gain, maintain and monitor the interest of the listener(s)✓ consider and evaluate different viewpoints, attending to and building on the contributions of others✓ select and use appropriate registers for effective communication |
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Objectives for Year 3 and Year 4 are and so are reprinted identically.

Objectives for Year 5 and Year 6 are and so are reprinted identically.

The majority of the objectives above are 'behaviours' for reading. They should be made as 'routine' as possible for the children so that they come to do these things for everything they read.