



## Reading Progression Y1-6

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Range of Reading &amp; Familiarity with texts <i>(You need to cover all of these by the end of the year, several times!)</i></b>	<p>✓ I can listen attentively to a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.</p> <p>✓ I can identify basic similarities and differences between experiences of characters in a story and of my own.</p> <p>✓ I can recall a few basic features of age appropriate key stories, fairy and traditional tales, retelling them in order and identifying some characteristics.</p> <p>✓ 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)</p>	<p>✓ 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</p> <p>✓ I can independently and accurately recount the main events in a wide range of age appropriate stories, fairy stories and traditional tales.</p> <p>✓ I can recognise simple recurring literary language in stories and poetry.</p>	<p>✓ I can listen attentively and participate in discussion about a wider range of fiction, poetry, plays and non-fiction.</p> <p>✓ I can use, select and read books that are structured in different ways for the appropriate purposes</p> <p>✓ I can retell <b>with increasing accuracy</b>, a wide range of age-appropriate fairy stories, myths and legends.</p> <p>✓ I can independently identify and discuss some themes and conventions in age appropriate texts</p>	<p>✓ I can use, select and read books that are structured in different ways for the appropriate purposes</p> <p>✓ I can accurately retell, some orally, a wide range of age-appropriate fairy stories, myths and legends.</p> <p>✓ I can independently identify and discuss some themes and conventions in age appropriate texts</p>	<p>✓ I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>✓ I can select and read books making <b>increasing</b> effective use of the structure</p> <p>✓ I can make comparisons within and between books.</p> <p>✓ 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.</p> <p>✓ I can recognise and discuss the themes and conventions used in a wide range of age appropriate texts</p>	<p>I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can select and read books making effective use of the structure</p> <p>I can make comparisons within and between books.</p> <p>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 .</p> <p>I can recognise and discuss the themes and conventions used in a wide range of age appropriate texts</p>
<b>Poetry &amp; Performance</b>	<p>✓ I can recite some poems by heart.</p> <p>✓ I can show my enthusiasm for listening and responding to rhymes and poems.</p>	<p>✓ I can continue to build up a repertoire of poems learnt by heart, reciting some, with intonation to make the meaning clear.</p>	<p>✓ I can perform poems and playscripts, using intonation, volume and tone, using drama approaches to aid understanding.</p> <p>✓ I can identify and name some different forms of poetry.</p>	<p>✓ I can perform poems and playscripts, using intonation, volume and tone, using drama approaches to aid understanding.</p> <p>✓ I can confidently identify and name some different forms of poetry.</p>	<p>✓ I can select and learn by heart an <b>increasing</b> range of age appropriate poems.</p> <p>✓ I can prepare poems and plays to read aloud and to perform, <b>show an increasing</b> understanding through intonation, tone and volume so as to gain and maintain the attention of an audience.</p>	<p>I can select and learn by heart an increasing range of age appropriate poems.</p> <p>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>
<b>Non-fiction</b>		<p>✓ I can explain how non-fiction books are used.</p>	<p>✓ I can record and retrieve information from non-fiction.</p>	<p>✓ I can record and retrieve information from non-fiction.</p>	<p>✓ I can, in my reading of age appropriate texts, distinguish between statements of fact and opinion.</p> <p>✓ I can retrieve, record and present information from non-fiction</p>	<p>I can, in my reading of age appropriate texts, distinguish between statements of fact and opinion.</p> <p>I can retrieve, record and present information from non-fiction</p>



	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can speedily respond with the correct sound to graphemes at Phase 5. (e.g. ee/ or/ ar)</li> <li><input checked="" type="checkbox"/> I can read accurately by blending taught GPCs at Phase 5. E.g., morning, coach, cried</li> <li><input checked="" type="checkbox"/> I can read common exception words at Phase 5, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li><input checked="" type="checkbox"/> I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li><input checked="" type="checkbox"/> I can read other words of more than one syllable that contain taught GPCs</li> <li><input checked="" type="checkbox"/> I can read aloud phonically decodable books that are consistent with my developing phonic knowledge.</li> <li><input checked="" type="checkbox"/> I can re-read these books to build up my fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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.</li> <li><input checked="" type="checkbox"/> I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li><input checked="" type="checkbox"/> I can read accurately words of two or more syllables that contain the same graphemes as above</li> <li><input checked="" type="checkbox"/> I can read words with almost all common suffixes.</li> <li><input checked="" type="checkbox"/> I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li><input checked="" type="checkbox"/> I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li><input checked="" type="checkbox"/> I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li><input checked="" type="checkbox"/> I can re-read these books to build up my fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I am beginning to use knowledge of root words, prefixes and suffixes to read aloud and understand new words</li> <li><input checked="" type="checkbox"/> I can use my understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can use knowledge of root words, prefixes and suffixes to read aloud and understand new words</li> <li><input checked="" type="checkbox"/> I can use my understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> 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.</li> </ul>
<b>Decoding</b>  <b>(Teach these through guided reading. Ensure the taught spelling is focussed on in all reading/ writing during that week)</b>						
<b>Word meanings</b>  <b>(Should be done daily in every lesson without needed to be taught as stand alone regularly)</b>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can usually draw on my existing vocabulary to guess the meaning of new words and explain these links.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can discuss and clarify the meanings of words, linking new meanings to known vocabulary, I can discuss my favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can independently use a dictionary to check the meaning of words encountered in reading.</li> </ul>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> I can independently use a dictionary to check the meaning of words encountered in reading.</li> </ul>		



<b>Understanding</b> <i>(Expect the child to demonstrate these skills in every text covered)</i>	✓ I can draw on what I already know or on the background information and vocabulary provided by the teacher.  ✓ I can check that the text makes sense as I read, and I correct inaccurate reading.	✓ I can discuss the order of events in books and how items of information are related.  ✓ 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 correct inaccurate reading.	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  I can ask simple questions to improve my understanding of the text I am reading.  I am beginning to identify the main ideas in paragraphs and summarise them.	✓ 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  I can ask questions to improve my understanding of the text I am reading.  I can identify the main ideas in paragraphs and summarise them.	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.  I can ask questions of myself to improve my understanding when independently reading age appropriate texts.  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.	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.  I can ask questions of myself to improve my understanding when independently reading age appropriate texts.  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.
	✓ I can discuss the significance of the title and events within the story.  ✓ I can make inferences on the basis of what is being said and done.	✓ I can make inferences on the basis of what is being said and done.  ✓ I can answer and ask questions about the book I am reading.	I can draw inferences, giving evidence, about characters, feelings, thoughts and motives from their actions.	✓ I can draw inferences, giving evidence, about characters, feelings, thoughts and motives from their actions.	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.	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.
	✓ I can predict what might happen on the basis of what has been read so far.	✓ I can predict what might happen with responses linked closely to the story read so far.	I can usually read 'between the lines' when reading independently, to predict what might happen next	✓ I can usually read 'between the lines' when reading independently, to predict what might happen next	I can read between the lines to predict what might happen next, beginning to identify clues planted for the reader.	I can read between the lines to predict what might happen next, usually identifying clues planted for the reader.
<b>Authorial Intent</b> <i>(Expect the child to demonstrate these skills in every text covered)</i>			✓ 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.  ✓ I am beginning to identify distinctive language, structural and presentation features and how these contribute to meaning.	✓ 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.  I can identify distinctive language, structural and presentation features and how these contribute to meaning.	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.  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.	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.  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.



	<ul style="list-style-type: none"> <li>✓ I can participate in discussion about what is read to me, remembering key events taking turns and listening to what others say.</li> <li>✓ I can explain clearly my understanding of what is read to me.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ 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.</li> </ul>	<ul style="list-style-type: none"> <li>✓ I can share my opinions about age appropriate books I have read independently and make recommendations to peers, giving reasons for choices.</li> <li>✓ 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.</li> <li>✓ I am beginning to explain and discuss my understanding of what I have read, including through formal presentations and debates.</li> <li>✓ I can justify views offering coherent evidence to support them.</li> </ul>	<ul style="list-style-type: none"> <li>I can share my opinions about age appropriate books I have read independently and make recommendations to peers, giving reasons for choices.</li> <li>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.</li> <li>I can explain and discuss my understanding of what I have read, including through formal presentations and debates.</li> <li>I can justify views offering coherent evidence to support them.</li> </ul>
<b>Spoken Language</b> <i>(These will be covered incidentally through most lessons, however, if something needs more focus, please spend more time embedding it)</i>	<ul style="list-style-type: none"> <li>✓ listen and respond appropriately to adults and their peers</li> <li>✓ ask relevant questions to extend their understanding and knowledge</li> <li>✓ use relevant strategies to build their vocabulary</li> <li>✓ articulate and justify answers, arguments and opinions</li> <li>✓ give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</li> <li>✓ maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</li> <li>✓ use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</li> <li>✓ speak audibly and fluently with an increasing command of Standard English</li> <li>✓ participate in discussions, presentations, performances, role play/improvisations and debates</li> </ul>					



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