



Progression of skills - Word Reading

	EYFS	Year 1	Year 2
Phonics and Decoding	<p>I can spot and suggest rhymes.</p> <p>I can count or clap syllables in words.</p> <p>I can recognise words with the same initial sound, such as money and mother.</p> <p>I can read individual letters by saying the sounds for them.</p> <p>I can blend sounds into words, so that I can read short words made up of letter-sound correspondences.</p> <p>I can read some letter groups that each represent one sound and say sounds for them.</p> <p>I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>I can say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>I can read words consistent with my phonic knowledge by sound-blending.</p>	<p>I can apply phonic knowledge and skills as the route to decode words.</p> <p>I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>I can read other words of more than one syllable that contain taught GPCs.</p> <p>I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p>	<p>I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and my reading is fluent.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>I can read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>I can read words containing common suffixes.</p> <p>I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p>
Full word recognition (common exception words)	<p>I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.</p>	<p>I can read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can revise common exception words taught in Reception.</p>	<p>I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can revise common exception words taught in Year 1.</p>
Fluency	<p>I can understand that print has meaning.</p> <p>I can understand the names of different parts of a book.</p> <p>I can understand print can have different purposes.</p> <p>I can understand page sequencing.</p>	<p>I can read aloud accurately books that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words.</p> <p>I can re-read these books to build up my fluency and confidence in word reading.</p>	<p>I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>I can re-read these books to build up my fluency and confidence in word reading.</p>



I can understand we read English text from left to right and from top to bottom.
I can blend sounds into words, so that I can read short words made up of letter-sound correspondences.
I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.
I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment.
I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.

I can read words accurately and fluently without overt sounding and blending at over 60 words per minute, in age-appropriate texts.

I can join in with predictable phrases in stories.

I can identify appropriate 'voice choice' for speech when reading aloud.

I can read words accurately and fluently without overt sounding and blending at over 90 words per minute, in age-appropriate texts.

I can recognise simple recurring literary language in stories and poetry.

I can apply appropriate intonation to fiction in particular, using particularly clear expression to indicate speech.





Progression of skills - Word Reading

	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>I can continue to apply phonic knowledge to decode quickly and accurately, without overt sounding out and blending. I may still need support to decode and read longer, unfamiliar words.</p> <p>I should be supported in testing out different pronunciations when reading longer, unfamiliar words.</p> <p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words I meet.</p>	<p>I can read most words fluently and attempt to decode unfamiliar words with increasing speed and skill.</p> <p>I should be supported in testing out different pronunciations when reading longer, unfamiliar words.</p> <p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words I meet.</p>	<p>I can read most words effortlessly and be able to work out how to pronounce unfamiliar words with increasing automaticity. If the pronunciation sounds unfamiliar, I should ask for help in determining both the meaning of the word and how to pronounce it correctly.</p> <p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</p>	<p>I can read most words effortlessly and be able to work out how to pronounce unfamiliar words with increasing automaticity. If the pronunciation sounds unfamiliar, I should ask for help in determining both the meaning of the word and how to pronounce it correctly.</p> <p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.</p>
Full word recognition (common exception words)	<p>I can read most Year 3-4 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>I can read all Year 3-4 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>I can read most Year 5-6 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>I can read all Year 5-6 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>
Fluency	<p>I can prepare poems and playscripts to read aloud, and to perform, showing understanding through intonation, tone, volume and action.</p> <p>I can use drama approaches to understand how to perform plays and poems to support my understanding of the meaning.</p> <p>I can retell stories orally independently.</p>	<p>I can prepare poems and playscripts to read aloud, and to perform, showing understanding through intonation, tone, volume and action.</p> <p>I can use drama approaches to understand how to perform plays and poems to support my understanding of the meaning.</p> <p>I can retell narrative to an audience.</p>	<p>I can read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>I can prepare readings, with appropriate intonation to show my understanding, and summarise and present a familiar story in my own words.</p>	<p>I can read aloud a wider range of poetry and books written at an age appropriate interest level with accuracy and at a reasonable speaking pace.</p> <p>I can prepare readings, with appropriate intonation to show my understanding, and summarise and present a familiar story in my own words.</p>



	<p>I can apply appropriate intonation to a range of texts.</p>	<p>I can apply the appropriate intonation to a range of texts: -fiction -non fiction -poetry.</p>	<p>I can apply the appropriate intonation to a range of texts: -fiction -non fiction -poetry .</p>	<p>I can prepare a range of texts to read aloud and to perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience.</p>
--	--	---	--	---



Progression of skills - Language Comprehension

	EYFS	Year 1	Year 2
Decode - Understanding and correcting inaccuracies	<p>I can listen to longer stories and can remember much of what happens.</p> <p>I can understand 'why?' questions.</p> <p>I can express a point of view and debate when I disagree with an adult or a friend, using words as well as actions.</p> <p>I can listen to and talk about stories to build familiarity and understanding.</p> <p>I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>I can show that I understand what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.</p>	<p>I understand that the text makes sense as I read and can self-correct.</p> <p>By the end of Year 1 I can read a full page of age-appropriate text including common exception words.</p>	<p>I can show understanding by drawing on what I already know.</p> <p>I can show understanding by drawing on background information that the teacher gives me.</p> <p>I can check that a text makes sense to me as I read and self-correct inaccurate reading.</p> <p>By the end of Year 2 I can read up to 2 pages of age-appropriate text with some pictures, including common exception words.</p>
Explain - Pre-teaching vocabulary, developing understanding of vocabulary, summarising content.	<p>I can learn new vocabulary.</p> <p>I can use a wider range of vocabulary.</p> <p>I can engage in extended conversations about stories, learning new vocabulary.</p> <p>I can use new vocabulary throughout the day.</p> <p>I can retell a story that I am deeply familiar with, using some exact repetition and some of my own words.</p> <p>I can use new vocabulary in different contexts to show my understanding of the world.</p> <p>I can listen to and talk about carefully selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>I can discuss word meaning.</p> <p>I can link new meanings to words that I already know.</p> <p>I can apply new vocabulary across the wider curriculum.</p> <p>I can recall and order events from texts.</p> <p>I can skim and scan to find a word in a paragraph.</p> <p>I can think of another word that means the same thing (synonym).</p> <p>I can tick what a word means.</p> <p>I can match a word to its meaning.</p> <p>I can write a simple definition of what a word means.</p> <p>I can use the tier 2 vocabulary that I have been taught and I can use it appropriately,</p>	<p>I can discuss and clarify the meanings of words.</p> <p>I can link new meanings to words that I already know.</p> <p>I can discuss my favourite words and phrases.</p> <p>I can discuss the sequence of events in books.</p> <p>I can recognise that non-fiction books are often structured in different ways.</p> <p>I can retell and order events from a text.</p> <p>I can discuss how events in a text are linked.</p> <p>I can read more developed texts building up my fluency and stamina.</p> <p>I can use alternative words for words and phrases to show my understanding of the text.</p> <p>I can find information quickly using page numbers.</p> <p>I can find information quickly using the pictures to help me.</p> <p>I can find information quickly using headings and sub-headings to help me.</p> <p>I can answer find and copy questions at speed.</p> <p>I can answer tick box questions at speed.</p> <p>I can answer matching questions at speed.</p> <p>I can answer questions that require a short-written answer at speed.</p> <p>I can use the tier 2 vocabulary that I been taught and I can use it appropriately.</p> <p>I can use the tier 3 vocabulary that I have been taught and I can use it appropriately.</p>



<p>Retrieve - retrieving from fiction and non-fiction texts</p>	<p>I can recall and order key events from a text. I can engage in non-fiction books. I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. I can explain why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems. I can use a story line or narrative during role play.</p>	<p>I can check that the text makes sense to me as I read. I can self-correct inaccurate reading. I understand that non-fiction books are different to fiction books, I can recall facts from a non-fiction book. With support I can skim and scan to find a work in a text and read the sentence around it. I use my finger as a pointer to help.</p>	<p>I can check that a text makes sense to me as I read it. I can underline the key words in a question. I can use skimming and scanning to find a word and read the sentence around it. I can read the sentence before a word and after a word to try and find the answer. I can copy down the answer to a question.</p>
<p>Interpret - inference and making predictions</p>	<p>I can understand 'why' questions. I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. I can anticipate the key events in a story.</p>	<p>I can begin to make simple inferences. I can predict what might happen on the basis of what has been read so far. I can begin to explain these ideas verbally or through pictures. I can skim and scan to find a key word in a question, using my finger to help.</p>	<p>I can make some inferences on the basis of what has been said and done. I can predict what might happen on the basis of what has been read so far. I can read across paragraphs and use information from the full story to work things out. I can understand characters thoughts and feelings at different points in the story.</p>
<p>Choice - explaining author's choice</p>	<p>I can talk about books to clarify my thinking.</p>	<p>I can think about what the author wants me to think with support from the teacher. I can discuss titles and events.</p>	<p>I can use clues to empathise with a main character, and my teacher thinks out loud to help me understand an author's choice. I can make links to my own experiences and make links to other stories and characters</p>



Progression of skills - Language Comprehension

	Year 3	Year 4	Year 5	Year 6
Decode - Understanding and correcting inaccuracies	<p>I can check that a text makes sense to me by discussing my understanding. I can check that a text makes sense to me by explaining the meaning of words in context.</p> <p>I can ask questions to help me to understand a complex text.</p> <p>I can read texts up to 2 pages with less pictures than in Year 2. These texts include a range of organisational devices and text markers.</p>	<p>I can check that a text makes sense to me by discussing my understanding.</p> <p>I can check that a text makes sense to me by explaining the meaning of words in context.</p> <p>I can ask questions to help me to understand a complex text.</p>	<p>I can read age-appropriate books with confidence and fluency.</p>	<p>I can read age-appropriate books with confidence and fluency.</p> <p>I can read a full booklet of text with confidence and ease.</p> <p>I can skim and scan to support my speed when answering questions.</p>
Explain - Pre-teaching vocabulary, developing understanding of vocabulary, summarising content.	<p>I can check that the text makes sense to me by discussing my understanding.</p> <p>I can check that the text makes sense to me by explaining the meaning of words in context.</p> <p>I can find and copy words and phrases to match characters.</p> <p>I can find and copy words and phrases to match settings.</p> <p>I can find and copy words and phrases to match moods.</p> <p>I can use a dictionary to check the meaning of new words that I have read.</p> <p>I can summarise the main ideas from more than one paragraph.</p> <p>I can distinguish between the important and less important information in a text.</p> <p>I can explain new vocabulary by reading questions with the words, 'suggest', 'imply', 'impression', writing more developed answers.</p> <p>I can use the tier 2 vocabulary that I have been taught and I can use it appropriately.</p> <p>I can use the tier 3 vocabulary that I have been taught and I can use it appropriately.</p>	<p>I can explain the meaning of unusual words using clues.</p> <p>I can use a dictionary efficiently by looking for the first letter of the word and then the second letter and so on, to check the meaning of new words I have read.</p> <p>I can begin to use a thesaurus to explore vocabulary in more depth.</p> <p>I can summarise main ideas succinctly.</p> <p>I can use different organisational devices within a non-fiction text to retrieve, record and discuss information e.g., index, contents, subtitles</p> <p>I can give two different pieces of evidence and not repeat an answer.</p> <p>I can use the tier 2 vocabulary that I have been taught and I can use it appropriately.</p> <p>I can use the tier 3 vocabulary that I have been taught and I can use it appropriately.</p>	<p>I can make use of contextual evidence and my grammatical knowledge to make sense of what I read, exploring the meaning of new vocabulary</p> <p>I can start to work out the meaning of new words, using the rest of the sentence or paragraph to help me.</p> <p>I can summarise ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>I can give answers according to the number of marks in the question, drawing upon my knowledge of words and synonyms.</p> <p>I can use and apply new tier 2 vocabulary.</p> <p>I can use and apply new tier 3 vocabulary.</p>	<p>I can work out the meaning of new words using the rest of the sentence or paragraph to help me.</p> <p>I can explain impressions that are found in the text.</p> <p>I can summarise the main ideas drawn from across the text.</p> <p>I can use a range of synonyms to explain my understanding.</p> <p>I can provide well-developed answers paying attention to the marks in the question.</p> <p>I can use and apply new tier 2 vocabulary.</p> <p>I can use and apply new tier 3 vocabulary.</p>



<p>Retrieve - retrieving from fiction and non-fiction texts</p>	<p>I can retrieve and record information from non-fiction texts. I can realise when I have retrieved enough information to answer a question. I can understand that I sometimes need to give two pieces of evidence from a text. I can answer a variety of retrieval question types.</p>	<p>I can use a dictionary to find out the meaning of technical vocabulary. I can understand that I sometimes need to give three valid pieces of evidence from a text. I can ensure that I do not repeat my answers or use the same quotation twice when retrieving. I can make my answers concise when retrieving. I can use a range of question types to retrieve.</p>	<p>I can use a range of organisation devices within fiction and non-fiction texts to retrieve, record and discuss information. I can find and record information from non-fiction texts over a wide range of subjects. I can understand that when retrieving information, it does not necessarily come in the order of the text. I can quickly use my skills to retrieve information over a longer piece of writing.</p>	<p>I can retrieve, record and present information from non-fiction texts. I can use non-fiction materials in other subjects and contexts where I am genuinely motivated to find out more. I can understand that when retrieving information, it does not necessarily come in the order of the text. I can quickly use my skills to retrieve information over a longer piece of writing.</p>
<p>Interpret - inference and making predictions</p>	<p>I can ask and answer questions appropriately, including some simple inference questions based on characters feelings', thoughts and motives. I can justify my predictions using evidence from the text, using details stated and implied. I can use details from the text to form further predictions. I can find clues within and across paragraphs using page numbers to help me to locate clues.</p>	<p>I can draw inferences from characters' feelings, thoughts and motives that justify actions. I can locate a paragraph accurately to find a section of text. I know the difference between what is stated and what is implied, which will help me with predictions. I can justify my predictions from details stated and implied. I can answer 2 mark interpret questions - without repeating my answer or simply retrieving details. I give two different acceptable points.</p>	<p>I can draw inferences from characters' feelings, thoughts and motives. I can make predictions based on details stated and implied. I can justify my predictions with evidence from the text. I can ask questions to improve my understanding. I can read paragraphs to find clues to support my points. I can match the points that I make to the amount of marks in the question.</p>	<p>I can consider different accounts of the same event and discuss the viewpoint of both the author and fictional characters. I can make predictions based on details both stated and implied. I can discuss how characters change and develop through texts, by drawing on inferences based on indirect clues (reading between the lines). I can use clues from a full story. I can make 3 acceptable points and back them up with evidence from the text.</p>
<p>Choice- explaining authors choice</p>	<p>I can discuss authors' choice of words and phrases for effect. I can identify themes in some books. I can see how structure and presentation can affect the meaning and purpose of a text.</p>	<p>I can start to recognise author's use of language and how it affects the reader's understanding. I can discuss vocabulary used to capture a reader's interest and imagination. I can recognise familiar themes in stories. I can identify mood changes across a text.</p>	<p>I can discuss vocabulary used by the author to create effect, including figurative language. I can evaluate authors' use of language and the impact it has on the reader, may be with support. I can make comparisons within and across books. I can identify themes and patterns in a wide range of fiction.</p>	<p>I can analyse and evaluate an authors' use of language, including figurative language and its impact on the reader, including technical terminology such as metaphor, analogy, imagery. I can provide reasons for my views on books. I can discuss themes and conventions in and across texts</p>



Progression of skills - Reading for Pleasure - - All classes have mini libraries, daily independent reading, daily story time and a progressive reading spine from which to read aloud. This ensures a range of books is covered across the year.

	EYFS	Year 1	Year 2
General	Teachers read a 'repeated read' daily.	Teachers read a 'repeated read' daily.	Teachers read a 'repeated read' daily. I can talk about what I have read on my own. I can talk about what I have read as a class.
Exposure to texts	I can listen to, and discuss poems, stories and nonfiction at a level beyond that at which I can independently read.	I can listen to, and discuss poems, stories and nonfiction at a level beyond that at which I can independently read.	I can listen to a wide range of poems, stories and non-fiction building on EYFS/Y1 through increasing complexity of literary and academic language. I have experience of non-fiction books that are structured in different ways.
Reading with others/book talk	I can explain who my favourite character is and why. I can say whether or not I like a story and can begin to explain why.	I can explain my likes and dislikes in a text and explain why.	I can participate in small group discussions about books. I can give reasons for story and character preference and make suggestions about a text.
Asking questions about my reading	I can generate simple questions using who, what, when, how and why, with support.	I can generate simple questions using who, what, when, how and why	I can answer and ask relevant questions about my reading.



Progression of skills - Reading for Pleasure - - All classes have mini libraries, daily independent reading, daily story time and a progressive reading spine from which to read aloud. This ensures a range of books is covered across the year.

	Year 3	Year 4	Year 5	Year 6
General	Teachers read a 'repeated read' daily until Spring term and then move to a 'read aloud'.	Teachers read 'read aloud' daily. I can recommend books to others in my class.	Teachers read 'read aloud' daily. I can maintain a positive attitude towards reading, accepting it sometimes brings challenges.	Teachers read 'read aloud' daily. I can talk positively about reading to peers and younger children, recommending books and giving reasons.
Exposure to texts	I can listen to a wide range of fiction, poetry, plays, non-fiction and reference books I can read for a range of purposes. I can read a wide range of books, including fairy tales. I can read books that are structured in different ways. I can recognise some different forms of poetry.	I can read a wide range of fiction, poetry, plays, non-fiction and reference books for a purpose. I have knowledge of a wide range of fiction, including myths and legends. I can use reference books to answer questions and navigate them using their features.	I can read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books I can read and select books for a range of purposes across the wider curriculum	I can demonstrate familiarity with a wide range of books, including myths, legends and traditional stories, modern and classical fictions, and books from other cultures and traditions. I can read and select books for a range of purposes across the wider curriculum
Reading with others/book talk	I can participate in class discussions about books. I can describe the books in more detail when discussing books.	I can participate in class discussions about fiction, non-fiction and poetry. I can describe books in more detail when discussing books,	I can read and discuss a range of fiction, non-fiction, poetry, plays and reference books. I can participate in discussions about books that are read to me and those that I read by myself. I can build upon the views of my own and others' and challenge views courteously.	I can read and discuss a range of fiction, poetry, plays, non-fiction and reference books. I can participate in discussions about books that are read to me and those I can read by myself. I can build upon the views of my own and others' and challenge view courteously.
Asking questions about my reading	I can ask questions to improve my understanding of a text.	I can start to ask questions to investigate an author's intentions	I can generate a variety of questions to focus my reading, adjusting them when I find evidence otherwise. I can take a book discussion deeper by asking questions that go beyond the text.	I can generate a variety of questions to focus my reading, adjusting them when I find evidence otherwise. I can ask my own critical thinking questions that take a discussion beyond a text.



Progression of Skills - Poetry and Performance

	EYFS	Year 1	Year 2
	<p>I can sing a large repertoire of songs.</p> <p>I can sing many rhymes.</p> <p>I can talk about familiar books.</p> <p>I can tell a longer story.</p> <p>I can take part in simple pretend play, using an object to represent something else even if they are not familiar.</p> <p>I can begin develop complex stories using props.</p> <p>I can remember and sing entire songs.</p> <p>I can create my own song or improvise a song around one I know.</p> <p>I can engage in story time.</p> <p>I can retell a story once I have developed a deep familiarity with the text, some as exact repetition and some in my own words.</p> <p>I can learn rhymes, poems and songs.</p> <p>I can sing in a group or on my own, increasingly matching the pitch and following the melody.</p> <p>I can develop storylines in my pretend play.</p> <p>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.</p> <p>I can make use of props and materials when role playing characters in narratives and in stories.</p> <p>I can invent, adapt and recount narratives and stories with my peers and my teacher.</p> <p>I can perform songs, rhymes, stories and poems with others, and when appropriate, I can try to move in time to the music.</p>	<p>I can recite simple poems by heart.</p>	<p>I can build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>



Progression of Skills - Poetry and Performance

	Year 3	Year 4	Year 5	Year 6
	<p>I can prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>I can begin to use appropriate intonation and volume when reading aloud.</p>	<p>I can recognise some different forms of poetry e.g., free verse/narrative poetry</p> <p>I can prepare and perform poems and playscripts with appropriate techniques (intonation, volume and action) to show awareness of the audience when reading aloud.</p>	<p>I can continually show an awareness of audience when reading aloud, using intonation, tone, volume and action.</p>	<p>I can confidently perform text, including poems learnt by heart, using a wide range of devices to engage an audience.</p>