

Progression of reading skills

Reading the text (based on End of Year Expectations)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can say the correct sound to grapheme for all the 40+ phonemes I have learnt	I can use my phonetic knowledge to continue to help decode words when reading to enable reading to become fluent	I can read independently using a range of strategies to help me to understand the text	I can read a range of appropriate texts independently using a range of strategies to enable me to understand the text	I can select and read a range of texts aloud with pace, fluently and expression with understanding	I can read with confidence and fluency a range of age appropriate texts
I can give the alternative sound for the graphemes I have learnt	I can read accurately by blending sounds in words that contain the graphemes I have been taught so far	I can read with intonation, fluency and expression taking into account a range of punctuation	I can read and reread a range of appropriate texts with understanding, fluency and expression taking into account an increasing range of punctuation	I can skim and scan to identify key ideas in the text	I can read aloud with intonation and expression, showing an understanding of what I have read
I can read accurately unfamiliar words by blending using the grapheme-phoneme correspondence I have learnt	I can give alternative sounds for the graphemes I have learnt	I can use my knowledge of root words, prefixes and suffixes to help me when reading aloud	I can use my increasing knowledge of root words, prefixes and suffixes to help me when reading range of texts – fiction, non-fiction and poetry aloud	I can locate information quickly and effectively from a range of sources using a range of techniques	I can skim and scan a range of texts to decide on the quality and usefulness and explain this clearly to others
I can confidently read on sight common exception words for year 1	I can read accurately most words of two or more syllables	I use my knowledge of the root words, prefixes and suffixes I have learnt to help me understand the meaning of words I meet when reading	I use my increasing knowledge of the root words, prefixes and suffixes I have learnt to help me understand the meaning of words I meet when reading a range of appropriate texts independently	I can quote directly from the text to justify and support my predictions and opinions	I can read and collate key ideas and information for a range of sources

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can read words decodable words that end -s, -es, -ing, -ed, -er, -est	I can read most words containing common suffixes	I can use my knowledge of unusual correspondence between spelling and sound to support my reading of common exception words	I can read and re-read ahead to look for clues to determine the meaning of the text	I can use my growing knowledge of morphology and etymology to help me read unfamiliar new words	I can work out the meaning of words from the context
I can read words of more than one syllable using my phonetic knowledge	I can confidently read on sight the common exception words for year 2			I can use my growing knowledge of morphology and etymology to help me construct the meaning of unfamiliar new words in context	I can use my growing knowledge of root words, pre-fixes and suffixes (morphology and etymology) to help me read unfamiliar new words
I can read words with contracts e.g. I'm, I'll, we'll	I can explain the unusual correspondence between spelling and sound for the common exception words for year 2				I can use my growing knowledge of root words, pre-fixes and suffixes (morphology and etymology) to help me understand the meaning of unfamiliar new words
I understand that the apostrophe represents a missing letter when reading contractions	I can read most words that I have seen before confidently and accurately without overt sounding out and blending				
When reading aloud, I can read accurately words that are fully decodable and contain appropriate common sight words using my phonetic knowledge	I can read aloud books that are appropriate, sounding out unfamiliar words, automatically and without hesitation				
When reading I will use commas and full stops to help me	I can read with fluency and confidence books that are familiar to me				

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can use the grammar of a sentence as a reading cue to help read new and unfamiliar words	When reading, I can use the punctuation in sentences to support me reading with intonation and expression				
I am beginning to identify when reading does not make sense and will attempt to self-correct					

Progression in reading skills

Vocabulary (based on End of Year Expectations)



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can use my understanding of a text to help find the meaning of new words	I can recognise simple recurring literacy language in stories and poetry	I use my knowledge of the root words, prefixes and suffixes I have learnt to help me understand the meaning of words I meet when reading.	I use my increasing knowledge of the root words, prefixes and suffixes I have learnt to help me understand the meaning of words I meet when reading a range of appropriate texts independently.	I can use my growing knowledge of morphology and etymology to help me construct the meaning of unfamiliar new words in context.	I can use my growing knowledge of root words, prefixes and suffixes (morphology and etymology) to help me understand the meaning of unfamiliar new words.
I can use background information and vocabulary my teacher gives me to help develop my understanding of what I have listened to or read	I can identify and talk about the effects of the words and phrases in a text showing an understanding of what I have read	I can use a dictionary to find and check the meaning of unfamiliar words I have read.	I can comment on the authors of use of language in different fiction genres to create mood, build up tension etc.	I can identify and explain how the language, structure and presentation of a text helps contribute to its meaning.	I can discuss my understanding of and explore the meaning of new and unfamiliar words in a range of appropriate texts I have read.
I can pick out important words and phrases that the writer has used in the text to explain my understanding of what I have read		I can identify and comment on the words and phrases that an author has used to create effects or paint a picture.	I can identify and comment on figurative language in a text e.g. similes, metaphors, alliteration, onomatopoeia and personification.	I can discuss and evaluate how authors use language including figurative language and consider the impact on the reader.	I can identify and explain how the language, structure and presentation of a text helps contribute to its meaning.
		I can explain how the writer has used words for different effects e.g. how a sentences has been structured to create tension.	I can use a dictionary to find and check the meaning of unfamiliar words I have read.		I can discuss and evaluate how authors use language including figurative language and consider the impact on the reader.
			I can identify and comment on the words and phrases that an author has used to capture the readers interest.		
			I can identify and discuss the language and style of writing of an author showing my understanding and thoughts about what I have read		

Progression in reading skills

Inference (based on End of Year Expectations)



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can use what I already know to help me to read and understand a range of texts	I can use what I already know, background information and vocabulary my teacher gives me to help develop my understanding of what I have listened to or read	I am beginning to use inference to develop my understanding of characters feelings and thoughts in a text.	I can use inference to develop my understanding of characters feelings, thoughts and motives from their actions and justify my inferences with evidence.	I can quote directly from the text to justify and support my predictions and opinions	I can make inferences about a characters' feelings, thoughts and motives from their actions and justify inferences from evidence from the text.
I can make inferences on the basis of what is being said or has happened in a story	I can make inferences about what is being said or done in a story			I can read a range of texts for a range of purposes, inferring meaning from a text and my wider experience	I can provide reasoned justifications for my views about what I have read or listened to.
				I can make inferences about a characters' actions based on evidence drawn from different viewpoints in the text.	

Progression in reading skills

Prediction (based on End of Year Expectations)



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can recognise and join in with predictable phrases in stories that I have read	I can use my understanding of how non-fiction are structured to make predictions about a text	I can discuss my understanding of a text and make plausible predictions based on what know about it.	I can make plausible predictions based on my knowledge of the text and from details stated or implied.	I can make predictions about a text I have read from details stated or implied.	I can make predictions from what is stated or implied in a text.
I can make predictions about the plot of an unknown story, using the text and other book features	I can make predictions about what poems, stories and non-fiction texts on the basis of what I have read so far				
I can use my understanding of what I have read to help me make predictions about what will happen next					

Progression in reading skills

Explanations (based on End of Year Expectations)



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can choose and share my favourite books I like to read for pleasure	I show my motivation and pleasure of reading by sharing the stories, poems and non-fiction texts I enjoy	I can discuss my thoughts about fiction, poetry, plays, non-fiction and reference books or text books I have listen to or read.	I can discuss my thoughts about different fiction genres, different types of poetry, plays, non-fiction and reference books or text books for different purposes .	I can read, share my opinions about and discuss a widening range of fiction, poetry, plays, non-fiction and reference books or textbooks.	I can recommend books that I have read to my peers, giving reasons for my choices.
When listening to and reading stories and non-fiction texts I can share how these relate to my own experience	I can use the front cover, book title as well as illustrations and words inside to make reading choices	I can express my thoughts and ideas about books I have read and have had read to me.	I can discuss my understanding of a text and explains the meaning of a text in context	I can recommend books that I have read to my peers, giving reasons for my choices.	I can participate in discussions about books that I have listened to and read sharing my views and building on and challenging the views of others courteously.
	I can talk about and share my views about a wide range of classic and contemporary poetry, stories and non-fiction texts that I share and read with others		I can express my opinions, thoughts and ideas about books I have read and have had read to me.	I can participate in discussions about books that I have listened to and read sharing my views and building on and challenging the views of others courteously.	I can explain and discuss my understanding of what I have read through formal presentations and debates.
	I can make comparisons between books and poems I have read, noting the similarities and differences			I can explain and discuss my understanding of what I have read through formal presentations and debates.	
	I can express my opinions and preferences about texts I have read and give reasons for my preferences			I can clarify by elaborating on and justifying my views about what I have read or listened to (INFERENCE)	

Progression in reading skills

Retrieval (based on End of Year Expectations)



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can talk about the main events and key points in poems, stories and non-fiction texts that are read to me	I can explain how non-fiction texts are structured in different ways	I recognise and can discuss the main differences between fiction, poetry, plays, non-fiction and reference books or text books	I recognise the main differences between different fiction genres, different types of poetry, plays, non-fiction and reference books or text books for different purposes.	I can show my understanding of significant ideas, themes, events and characters in an increasing range of reading books I have chosen and read independently	I can read, analyse and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks I have chosen and read independently.
I can retell key stories, fairy tales and traditional tales and talk about their characteristics e.g. characters, setting, plot, key theme	I can check if a text makes sense as I read and correct my inaccurate reading with increased confidence	I understand that books can be structured in different ways	I can identify structures and grammatical features of a range of non-fiction texts.	I can show my understanding of a widening 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 show my understanding of how a range of reading books are structured in different ways by different authors.
I can check if the text makes sense to me as I read and correct myself when reading inaccurately	I can ask and answer questions that challenge and deepen thinking about what I have read or has been read to me	I can ask questions to improve and deepen my understanding of the text.	I can read and identify the authors main purpose when studying a range of appropriate texts.	I can read a range of texts and check that the text makes sense to me.	I can read a range of texts for a range of purposes and can make comparisons within and across texts.
I can explain what the text is about using the title and events I have read about	I can find information in books and poems I have read or have been read to me and use this information to help me in discussions with my peers	I can retell orally stories from a wide range of books that I am familiar with.	I can retell orally stories from a wide range of books that I am familiar with ensuring that details that are relevant are included in the retelling.	I can ask a range of higher order questions to improve my understanding of the text.	I can confidently show my understanding of a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other

Progression in reading skills

Retrieval (based on End of Year Expectations)

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I understand and can explain the difference between fiction and non-fiction texts	I can take turns and listen to what others say when talking about poems, stories and non-fiction texts I have read to or have been read to me	I can identify some features of different text types.	I understand and can describe the different types of poems I have read e.g. narrative poetry, haiku poetry.	I can distinguish between a statement of fact and opinion	I can read a range of texts and check that the text makes sense to me.
I understand the way information texts are organised and can use this to help me understand what I have read		I understand and can describe the different types of poems I have read e.g. free verse, narrative poetry.	I can read and reread a range of appropriate texts to check it makes sense to me.	I can retrieve, record and present information from a range of non-fiction texts	I can ask a range of higher order questions to improve my understanding of the text.
		I can read and reread a text to check it makes sense to me	I can ask a range of higher order questions to deepen my understanding of a text I have read.		I can retrieve information from non-fiction texts.
		I can retrieve and record information from non-fiction texts.	I can retrieve and record information from a range of non-fiction texts.		I can identify the purpose, audience and organisation of different fiction and non-fiction texts and evaluate the success of these elements.

Progression in reading skills

Sequence/Summarise (based on End of Year Expectations)



Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can recite by heart rhymes and poems that are familiar to me	I can retell the sequence of events and explain how information for a wider range of stories, fairy tales and traditional tales I have read are	I can summarise the main points from different paragraphs in a text .	I can identify and compare the themes and conventions of a range of text types.	I can identify and discuss themes and conventions in and across a wide range of writing.	I can identify and discuss themes and conventions in and across a wide range of writing.
			I can identify the main idea from more than one paragraph and summarise these identifying how language, structure and presentation contribute to the meaning	I can summarise the main ideas drawn from more than one paragraph and identify key details that support these main ideas	