



Reading Progression of Skills

	Reception
Reception	<p>I can continue a rhyming string.</p> <p>I can hear and say the initial sound in words.</p> <p>I can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>I can link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>I can begin to read words and simple sentences.</p> <p>I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books.</p> <p>I can enjoy an increasing range of books.</p> <p>I know that information can be retrieved from books and computers.</p>
ELG	<p>I can read and understand simple sentences.</p> <p>I can use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>I can read some common irregular words.</p> <p>I can demonstrate understanding when talking with others about what I have read.</p>

	Year 1
Word reading	<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, e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s)</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>



Reading Progression of Skills

Comprehension	<p><i>I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently</i></p> <p>I am being encouraged to link what I read or hear read to my own experiences</p> <p>I am becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>I can recognise and join in with predictable phrases</p> <p>I am learning to appreciate rhymes and poems, and to recite some by heart</p> <p>I can discuss word meanings, linking new meanings to those already known</p> <p>I understand both the books I can already read accurately and fluently and those I listen to by:</p> <ul style="list-style-type: none"> •Drawing on what I already know or on background information and vocabulary provided by the teacher •Checking that the text makes sense to me as I read and correcting inaccurate reading •Discussing the significance of the title and events •Making inferences on the basis of what is being said and done •Predicting what might happen on the basis of what has been read so far <p>I can participate in discussion about what is read to me, taking turns and listening to what others say</p> <p>I can explain clearly my understanding of what is read to me.</p>
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	Year 2
Word reading	<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 words of one or two syllables that contain graphemes taught so far</p> <p>I can read words containing common suffixes</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 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>



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Spoken language	<p>I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.</p> <p>I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.</p> <p>I can discuss my favourite words and phrases.</p> <p>I can answer and ask questions.</p>
Comprehension	<p><i>I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.</i></p> <p><i>I can enjoy reading and discussing the order of events in books and how items of information are related.</i></p> <p><i>I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.</i></p> <p><i>I can enjoy reading by recognising repeated themes and ideas in stories and poems.</i></p> <p><i>I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.</i></p> <p><i>I can talk about my favourite words and phrases.</i></p> <p>I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.</p> <p>I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading.</p> <p><i>I can spot if a word has been read wrongly by following the sense of the text.</i></p> <p><i>I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.</i></p> <p><i>I can ask and answer simple questions about the books or stories I am reading.</i></p> <p><i>I can say what might happen next in a story based on what has happened so far.</i></p> <p><i>I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.</i></p> <p><i>I can explain what I think about books, poems and other material that I have read or heard.</i></p>

	<h1>Year 3</h1>
Word reading	<p>I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p> <p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>



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Comprehension	<p><i>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p> <p><i>I can read books that are structured in different ways and read for a range of purposes</i></p> <p>I can use dictionaries to check the meaning of words that I have read</p> <p><i>I am increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</i></p> <p><i>I can identify and discuss themes and conventions in a wide range of books</i></p> <p><i>I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</i></p> <p>I can discuss words and phrases that capture the reader's interest and imagination</p> <p><i>I can recognise some forms of poetry [for example, free verse, narrative poetry]</i></p> <p>I can check that the text makes sense to me, discussing my understanding and exploring the meaning of words in context</p> <p><i>I can ask questions to improve my understanding of a text</i></p> <p><i>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <p><i>I can predict what might happen from details stated and implied</i></p> <p><i>I can identify main ideas drawn from more than one paragraph and summarising these</i></p> <p>I can identify how language, structure and presentation contribute to meaning</p> <p><i>I can retrieve and record information from non-fiction</i></p> <p><i>I can participate in discussion about both books that are read to me and those I can read by myself, taking turns and listening to what others say</i></p>
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	Year 4
Word reading	<p><i>I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that I meet</i></p>



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	<p>I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>
<p>Spoken Language</p>	<p>I can listen and respond appropriately to adults and my peers</p> <p>I can ask relevant questions to extend my understanding and knowledge</p> <p>I can use relevant strategies to build my vocabulary</p> <p>I can articulate and justify answers, arguments and opinions</p> <p>I can give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>I can maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments. I can use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>I can speak audibly and fluently with an increasing command of Standard English</p> <p>I can participate in discussions, presentations, performances, role play, improvisations and debates</p> <p>I can gain, maintain and monitor the interest of the listener(s)</p> <p>I can consider and evaluate different viewpoints, attending to and building on the contributions of others</p> <p>I can select and use appropriate registers for effective communication</p>
<p>Comprehension</p>	<p><i>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i></p> <p><i>I can read books that are structured in different ways and reading for a range of purposes</i></p>



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	<p><i>I can use dictionaries to check the meaning of words that I have read</i></p> <p>I am increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p><i>I can identify and discuss themes and conventions in a wide range of books</i></p> <p>I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p><i>I can discuss words and phrases that capture the reader's interest and imagination</i></p> <p>I can recognise some different forms of poetry [for example, free verse, narrative poetry]</p> <p><i>I can check that the text makes sense to me, discussing my understanding and exploring the meaning of words in context</i></p> <p><i>I can ask questions to improve my understanding of a text</i></p> <p><i>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i></p> <p><i>I can predict what might happen from details stated and implied</i></p> <p><i>I can identify main ideas drawn from more than one paragraph and summarising these</i></p> <p><i>I can identify how language, structure and presentation contribute to meaning</i></p> <p><i>I can retrieve and record information from non-fiction</i></p> <p><i>I can participate in discussion about both books that are read to me and those I can read by myself, taking turns and listening to what others say.</i></p>
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	<h3>Year 5</h3>
<p>Word reading</p>	<p>I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that I meet</p>



Reading Progression of Skills

Comprehension	<i>I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</i>
	<i>I am reading books that are structured in different ways and reading for a range of purposes</i>
	<i>I am increasing my 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>
	<i>I can recommend books that I have read to my peers, giving reasons for my choices</i>
	<i>I can identify and discuss themes and conventions in and across a wide range of writing</i>
	<i>I can make comparisons within and across books</i>
	<i>I am learning a wider range of poetry by heart</i>
	<i>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>
	<i>I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</i>
	<i>I can ask questions to improve my understanding</i>
	<i>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</i>
	<i>I can predict what might happen from details stated and implied</i>
	<i>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</i>
	<i>I can identify how language, structure and presentation contribute to meaning</i>
	<i>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</i>
	<i>I can distinguish between statements of fact and opinion</i>
	<i>I can retrieve, record and present information from non-fiction</i>
	<i>I can participate in discussions about books that are read to me and those I can read by myself, building on my own and others' ideas and challenging views courteously</i>
<i>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>	
<i>I can provide reasoned justifications for my views.</i>	



Reading Progression of Skills

	Year 6
Word reading	I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that I meet
Comprehension	<p>I am continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I am reading books that are structured in different ways and reading for a range of purposes</p> <p>I am increasing my 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</p> <p>I can recommend books that I have read to my peers, giving reasons for my choices</p> <p>I can identify and discuss themes and conventions in and across a wide range of writing</p> <p>I can make comparisons within and across books</p> <p>I am learning a wider range of poetry by heart</p> <p>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</p> <p>I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context</p> <p>I can ask questions to improve my understanding</p> <p>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>I can predict what might happen from details stated and implied</p>



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	<p>I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>I can identify how language, structure and presentation contribute to meaning</p> <p>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>I can distinguish between statements of fact and opinion</p> <p>I can retrieve, record and present information from non-fiction</p> <p>I can participate in discussions about books that are read to me and those I can read by myself, building on my own and others' ideas and challenging views courteously</p> <p>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</p> <p>I can provide reasoned justifications for their views</p>
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AT1 -	AT2 -	AT3 -	AT4	AT5	AT6	AT7
Explain meanings of vocabulary	Retrieve info	Summarise main ideas	Inference - using evidence	Make predictions based on evidence	Explain how meaning is enhanced through word/phrase choice	Make comparisons within the text