

Progression in Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	I can match all 40+ graphemes to their phonemes	I can recognise and read alternative sounds for graphemes.  I can read and comment on unusual correspondence between grapheme and phoneme				
	I can blend sounds in unfamiliar words	I can blend sounds in words that contain the graphemes we have learnt.				
	I can divide words into syllables					
	I can read compound words					
	I can read words with contractions and understand that the apostrophe represents the missing letters					
	I can read phonetically decodable words	I can decode automatically and fluently.  I can read common exception words	I can read further exception words, noting the unusual correspondences between spelling and sound	I can read further exception words, noting the unusual correspondences between spelling and sound	I can read further exception words, noting the unusual correspondences between spelling and sound	
	I can read words that end with 's, -ing, -ed, -est	I can read words with common suffixes				

	I can read words that start with un-					
	I can add -ing, -ed and -er to verbs (where no change is needed to the root word)		I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words	I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words
	I can read words of more than one syllable that contain taught GPC's.	I can read accurately words of two or more syllables that contain the same GPC's				
		I can read most words quickly and accurately when I have read them before without sounding out and blending	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words  I use my combined knowledge of phonemes and word derivations to pronounce words correctly eg <u>arachnophobia</u>
		I can read most suitable books accurately, showing fluency and confidence				
					I can re-read and read ahead to check for meaning.	I can read fluently, using punctuation to inform meaning.
Comprehension	I can say what I like and do not like about a text.	I can talk about and give an opinion on a range of texts.	I read a range of fiction, poetry, plays and non fiction texts.	I know which books to select for specific purposes , especially	I am familiar with and can talk about a wide range of books and	I am familiar with and can talk about a wide range of books and

			I can discuss the texts that I read.	in relation to science, geography and history learning.	text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.	text types, including myths, legends and traditional stories and books from other cultures and traditions. I can discuss the features of each.
	I can link what I have heard or read to my own experiences.	I can discuss the sequence of events in books and how they relate to each other.  I use prior knowledge, including context and vocabulary, to understand texts.			I can identify significant ideas, events and characters; and discuss their significance.	
	I can retell key stories orally using narrative language.	I can retell stories, including fairy stories and traditional tales.	I can read aloud and independently, taking turns and listening to others.			
	I can talk about the main characters within a well known story.	I can talk about my favourite words and phrases in stories and poems.		I can build on others' ideas and opinions about a text in discussion.		
	I can learn some poems and rhymes by heart.	I can recite some poems by heart, with appropriate intonation.	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I can recite poems by heart, eg. narrative, verse, haiku  I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I can recite poems by heart, eg. narrative, verse, haiku  I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.

	I can use what I already know to understand texts.	I can answer and ask questions.	I can ask relevant questions to get a better understanding of a text.	I can ask relevant questions to improve my understanding of a text.		
	I can check that my reading makes sense and go back to correct when it doesn't.	I can read for meaning and check that the text makes sense. I go back and re-read when it does not make sense.				I can read accurately and check that I understand
	I can draw inferences from the text and/or the illustrations.	I can draw (simple) inferences from illustrations, events, characters' actions and speech.	I can draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.	I can infer meanings and begin to justify them with evidence from the text.		
	I can make predictions about the events in the text.	I can make predictions based on what I have read.	I can predict what might happen based on details I have.	I can predict what might happen from details stated and from the information I have deduced.		
	I can explain what I think a text is about.		I can identify the main point of a text.	I can identify the (simple) themes in texts.		I can identify the key points in a text.  I can identify themes in texts.
		I can find recurring language in stories and poems.		I can discuss and record words and phrases that writers use to engage and impact on the reader.		
			I can explain how non-fiction books are structured in different ways and can use them effectively.	I can identify some of the literary conventions in different texts.	I can read non-fiction texts and identify the purpose , structure and grammatical features, evaluating how effective they are.	

			I can explain some of the different types of fiction books.			I can recognise texts that contain features from more than one text type.
			I can use a dictionary to check the meaning of unfamiliar words.	I can use a dictionary to check the meaning of unfamiliar words.		
			I can explain how structure and presentation contribute to the meaning of texts.	I can identify some text type organisational features, for examples, narrative, explanation and persuasion.		<p>I can identify and discuss the conventions in different text types.</p> <p>I can evaluate how effectively texts are structured and presented.</p> <p>I can read books that are structured in different ways.</p>
			I can use non-fiction texts to retrieve information.	I can retrieve information from non-fiction texts.		I can read non-fiction texts to help with my learning.
				<p>I can explain the meaning of words in context.</p> <p>I can identify where a writer has used precise word choices for effect to impact on the reader.</p>		
						I can recommend books to others and give reasons for my recommendation.