



Sutton in Craven C.E (V.C) Primary School



English – Reading

Progression Document

EYFS – Year 6

Flourish together, in the love of God, to live life in all its fullness.

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DISCUSSING READING	They demonstrate understanding when talking with others about what they have read.	<p>I can participate in discussion, taking turns and listening to others.</p> <p>I can explain clearly my understanding of what has been read to me.</p>	<p>I can participate in discussion about a range of books, poems and other texts which have been read to me and which I have read myself, taking turns and listening to what others say.</p> <p>I can explain clearly my understanding of what has been read to me and what I have read myself.</p> <p>.</p>	I can participate in discussion about a range of books, poems and other texts which have been read to me and which I have read myself, taking turns and listening to what others say.		<p>I can recommend books I have read to other children in my class, giving reasons for my choices.</p> <p>I can participate in discussions about books, 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 presentation and debate.</p> <p>I can provide reasoned justification for my views for example, by using evidence in the text.</p>	

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
RANGE OF READING FAMILIARITY WITH TEXTS POETRY AND PERFORMANCE NON-FICTION	<p>Describes in their own words what they have read in a non-fiction or fiction text.</p>	<p><u>Range of reading</u> I can listen to and discuss a wide range of stories, poetry and non-fiction which are beyond the level at which I can read independently.</p> <p><u>Familiarity with Texts</u> 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><u>Poetry and Performance</u> I am learning to appreciate rhymes and poems.</p> <p>I can recite some by heart.</p>	<p><u>Range of Reading</u> I can listen to, discuss and express opinions about a wide range of contemporary fiction and classic poetry, stories, poetry and non-fiction which are beyond the level at which I can read independently.</p> <p><u>Familiarity with Texts</u> I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. I can recognise simple recurring language in stories and poems.</p> <p><u>Poetry and Performance</u> I am continuing to appreciate rhymes and poems, building upon the repertoire learned in Year 1.</p> <p>I can recite some by heart using the intonation and</p>	<p><u>Range of Reading</u> I can listen to and discuss about a wide range of fiction, poetry, plays, non-fiction, reference or textbooks.</p> <p>I can read books which are structured in different ways and read for a wide range of purposes.</p> <p><u>Familiarity with Texts</u> I am becoming increasingly familiar with a wider range of books including fairy stories, myths and legends, retelling some orally.</p> <p>I can identify themes and conventions in a wide range of books.</p> <p><u>Poetry and Performance</u> I am prepare and perform poems and play scripts, showing understanding through intonation, tone, volume and action.</p> <p>I can recognise some different forms of poetry.</p>	<p><u>Range of Reading</u> I continue to read a wide range of fiction, poetry, plays, non-fiction, reference or textbooks.</p> <p>I can read books which are structured in different ways and read for a wide range of purposes.</p> <p>I can make comparisons within and across books.</p> <p><u>Familiarity with Texts</u> I am becoming increasingly familiar with a wider range of books including traditional stories, myths and legends, fiction and poetry and books from other cultures and traditions.</p> <p>I can identify themes and conventions in and across a wide range of writing.</p> <p><u>Poetry and Performance</u> I can learn a wider range of poetry by heart and prepare and perform poems and play scripts, showing understanding through intonation, tone, volume so the meaning is clear to an audience.</p>		

		<u>Non-Fiction – N/A</u>	expression to make the meaning clear. <u>Non-Fiction</u> I am beginning to find out about non –fiction texts, learning about how they are structured.1b	<u>Non-Fiction</u> I can retrieve and record information from non- fiction texts.	<u>Non-Fiction</u> I can distinguish between statements of fact and opinion. I can retrieve , record and present information from non-fiction.
--	--	---------------------------------	--	---	---

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
DECODING AND WORD MEANING	<p>Decoding</p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p>	<p>Decoding</p> <p>I know all of the phonemes and graphemes from Phases 2, 3, 4 & 5 and can read them speedily.</p> <p>I can apply my knowledge of phonics to decode words (by blending) using the phonemes and graphemes from Phases 2- 5</p> <p>I can read the Year 1 Common Exception Words</p> <p>I can read common suffixes (s, es, ing, ed etc)</p> <p>I can read multi syllable words containing taught GPCs.</p> <p>I can read words with contractions and understand how the apostrophe has been used.</p>	<p>Decoding</p> <p>I know all of the phonemes and graphemes from Phases 2,3,4 & 5 and can read them speedily.</p> <p>I can apply my knowledge of phonics to decode words (by blending) using the phonemes and graphemes from Phases 2-5</p> <p>I can read the Year 2 Common Exception Words</p> <p>I can read common suffixes in the Year 2 curriculum.</p> <p>I can read multi syllable words containing taught GPCs.</p> <p>I can read most words accurately and quickly without overt 'sounding out'.</p>	<p>Decoding</p> <p>I can use my knowledge of root words, suffixes and prefixes to read aloud and understand the meaning of new words.</p> <p>I can read the Year 3/4 Common Exception Words.</p> <p>I can note the unusual correspondences between spelling and sound in Yr 3/4 common exception words.</p>		<p>Decoding</p> <p>I can use my knowledge of root words, suffixes and prefixes (morphology and etymology) to read aloud and understand the meaning of new words.</p> <p>I can read the Year 5/6 Common Exception Words.</p> <p>I can note the unusual correspondences between spelling and sound in Yr 5/6 common exception words.</p>		

		<p>I can read aloud phonetically decodable texts.</p> <p><u>Word Meanings</u></p> <p>I can discuss the meanings of words, linking new meanings to those already known</p>	<p><u>Word Meanings</u></p> <p>I can discuss and clarify the meanings of words, linking new meanings to those already known.</p> <p>I can discuss my favourite words and phrases.</p>	<p><u>Word Meanings</u></p> <p>I can use dictionaries to check the meanings of words I have read'.</p> <p>Year 4</p> <p>I can use a thesaurus to suggest alternative words</p>	<p><u>Word Meanings</u></p> <p>I can use dictionaries to check the meanings of words I have read.</p> <p>I can use a thesaurus to suggest alternative words</p>
--	--	--	--	--	--

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>UNDERSTANDING</p> <p>INFERENCE</p> <p>AUTHORIAL INTENT</p>	<p>Understanding</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Understanding</p> <p>I can understand texts by using the following strategies:</p> <ul style="list-style-type: none"> • Drawing on what I already know. • Background information, for example, through topic work. • Help from the teacher to understand specific vocabulary <p>I can think about whether the text makes sense when I read aloud, and make corrections.</p> <p>Inference</p> <p>I can discuss the significance of the title and events</p> <p>I can make inferences from what characters say and do.</p> <p>I can make predictions about what might</p>	<p>Understanding</p> <p>I continue to understand texts by using the following strategies:</p> <ul style="list-style-type: none"> • Drawing on what I already know. • Background information, for example, through topic work. • Help from the teacher to understand specific vocabulary <p>I can think about whether the text makes sense when I read aloud, and make corrections.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p> <p>Inference</p> <p>I can ask and answer questions.</p> <p>I can make inferences from what characters say and do.</p> <p>I can make predictions about what might happen</p>	<p>Understanding</p> <p>I check that the text makes sense by using the following strategies:</p> <ul style="list-style-type: none"> • Discussing the text with other pupils or my teacher. • Explaining the meaning of words (in context) • Asking questions <p>I can identify the main themes / ideas drawn from more than one paragraph and summarise them.</p> <p>Inference</p> <p>I can draw inferences , for example, by inferring meaning about a character’s thoughts, feelings and motives from their words or actions.</p> <p>Prediction</p> <p>I can make predictions about what might happen next from what has</p>		<p>Understanding</p> <p>I check that the text makes sense by using the following strategies:</p> <ul style="list-style-type: none"> • Discussing the text with other pupils or my teacher. • Explaining the meaning of words (in context) • Asking questions <p>I can identify the main themes / ideas drawn from more than one paragraph, identifying key details to support the main idea.</p> <p>Inference</p> <p>I can draw inferences , for example, by inferring meaning about a character’s thoughts, feelings and motives from their words or actions.</p> <p>Prediction</p> <p>I can make predictions about what might happen next from what has</p>	

		<p>happen next from what I already know.</p> <p><u>Authorial Intent</u> n/a</p>	<p>next from what I already know.</p> <p><u>Authorial Intent</u> n/a</p>	<p>been stated or what has been implied.</p> <p><u>Authorial Intent</u></p> <p>I can discuss words and phrases that capture my imagination.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p>	<p>been stated or what has been implied.</p> <p><u>Authorial Intent</u></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>End of KS expectations</p>	<p><u>Early Learning Goals</u></p> <p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read</p>	<p><u>Expected standard end of year 2</u></p> <ul style="list-style-type: none"> • Read accurately most words of two or more syllables • Read most words containing common suffixes* • Read most common exception words.* In age-appropriate1 books, • Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words • Sound out most unfamiliar words accurately, without undue hesitation. In a book that they can already read fluently. • Check it makes sense to them, correcting any inaccurate reading • Answer questions and make some inferences • Explain what has happened so far in what they have read 	<p><u>Expected standard end of year 6</u></p> <ul style="list-style-type: none"> • Read age-appropriate books with confidence and fluency (including whole novels) • Read aloud with intonation that shows understanding, adhering to punctuation • Work out the meaning of words from the context • explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence • Predict what might happen from details stated and implied • Retrieve information from non-fiction • Summarise main ideas, identifying key details and using quotations for illustration • Evaluate how authors use language, including figurative language, considering the impact on the reader • Make comparisons within and across books. • Provide reasoned justifications for their views with increased confidence, using evidence from the text where necessary • Have positive attitude to books; increasing their familiarity with a wide range of books, including our literary heritage and books from other cultures and traditions • Read aloud with expression and volume, showing an awareness of their audience 		