



West Heslerton CE Primary School

Reading Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Reading- Word Reading						
Phonics, Decoding and Spelling	<p>Nursery: Do I understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing?</p> <p>Can I count or clap syllables in a word?</p> <p>Can I recognise words with the same initial sound?</p> <p>Do I recognise familiar words and signs such as own name, advertising logos and screen icons?</p> <p>Reception: Can I read individual letters by saying the sounds for them?</p> <p>Can I blend sounds into words, so that they can read short words made up of known letter-sound correspondences?</p> <p>Can I read some letter groups that each represent one sound & say sounds for them?</p> <p>Can I read simple phrases & sentences made up of words with known letter-sound correspondences & a few exception words?</p>	<p>Can I apply phonic knowledge and skills as the route to decode words?</p> <p>Can I blend sounds in unfamiliar words using the GPCs that they have been taught?</p> <p>Can I respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes?</p> <p>Can I read words containing taught GPCs?</p> <p>Can I read words containing -s, -es, -ing, -ed and -est Endings?</p> <p>Can I read words with contractions, e.g. I'm, I'll and we'll?</p> <p>Can I read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words?</p>	<p>Can I continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent?</p> <p>Can I read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes?</p> <p>Can I accurately read most words of two or more syllables?</p> <p>Can I read most words containing common suffixes?</p> <p>Can I read most Y1 and Y2 common exception words*, noting unusual correspondence between spelling and sound and where these occur in the word?</p>	<p>Can I use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)?</p> <p>Can I apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud?</p> <p>Can I apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud?</p> <p>Can I begin to read Y3/Y4 exception words?</p>	<p>Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill?</p> <p>Can I apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently?</p> <p>Can I read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word?</p>	<p>Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues?</p> <p>Can I apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently?</p> <p>Can I read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word?</p>	<p>Can I read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues?</p> <p>Can I read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word?</p>



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	Reading- Word Reading						
Fluency, Understanding and Correcting Inaccuracies	<p><u>Nursery:</u> Can I join in with repeated refrains and anticipates key events and phrases in rhymes and stories?</p> <p>Can I begin to be aware of the way stories are structured, and to tell own stories?</p> <p>Am I able to talk about familiar stories & tell a long story?</p> <p>Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Can I build up vocabulary that reflects the breadth of their experiences?</p> <p><u>Reception:</u> Can I describe main story settings, events & principal characters in increasing detail?</p> <p>Can I extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new word</p>	<p>Can I accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words?</p> <p>Can I reread texts to build up fluency and confidence in word reading?</p> <p>Can I check that a text makes sense to them as they read and to self-correct?</p>	<p>Can I read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation?</p> <p>Can I reread these books to build up fluency and confidence in word reading?</p> <p>Can I read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts?</p> <p>Can I show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher?</p> <p>Can I check that the text makes sense to them as they read and to correct inaccurate reading?</p>	<p>Can I read aloud books, sounding out unfamiliar words accurately, automatically and without hesitation?</p> <p>Can I recognise punctuation, pausing at key moments?</p>	<p>Can I read clearly and apply punctuation accurately?</p> <p>Can I use expression and intonation with a growing awareness of the audience and purpose?</p> <p>(Word reading should also support the development of vocabulary.)</p>	<p>Can I read fluently, using punctuation, expression and intonation of a growing vocabulary, showing an awareness of the intended audience and purpose?</p>	<p>Can I use punctuation, expression and intonation of a wider vocabulary to create moods, showing an appreciation of the audience and purpose?</p>
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Reading Comprehension						



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Inference and Prediction	<p>Nursery: Can I join in with repeated refrains and anticipates key events and phrases in rhymes and stories?</p> <p>Can I talk about events and principal characters in stories and suggests how the story might end?</p> <p>Am I beginning to understand why and how questions?</p> <p>Can I use talk to explain what is happening?</p> <p>Reception: Can I understand a range of sentence structures including negatives, plurals and tense markers?</p> <p>Can I engage with books & other reading materials at an increasingly deeper level, & their knowledge of language structure, subject knowledge & illustrations to interpret the text?</p> <p>Can I use talk to organise, sequence & clarify thinking, ideas, feelings and events?</p> <p>Can I give explanation of why events happened in a story?</p>	<p>Can I begin to make simple inferences?</p> <p>Can I predict what might happen on the basis of what has been read so far?</p>	<p>Can I make inferences on the basis of what is being said and done?</p> <p>Can I predict what might happen on the basis of what has been read so far in a text?</p>	<p>Can I ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives?</p> <p>Can I justify predictions using evidence from the text?</p>	<p>Can I draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text?</p> <p>Can I justify predictions from details stated and implied?</p>	<p>Can I draw inferences from characters' feelings, thoughts and motives?</p> <p>Can I make predictions based on details stated and implied, justifying them in detail with evidence from the text?</p>	<p>Can I consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters)?</p> <p>Can I discuss how characters change and develop through texts by drawing inferences based on indirect clues?</p>
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Reading Comprehension						



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Comparing, Contrasting and Commenting	<p>Nursery: Can I listen to others in one-to-one or small groups, when conversation interests them?</p> <p>Can I listen to familiar stories with increasing attention and recall?</p> <p>Am I able to express a point of view & to debate when they disagree?</p> <p>Reception: Can I recall & discuss stories or information that has been read to them, or they have read themselves?</p> <p>Can I listen & responds to ideas expressed by others in conversation or discussion?</p> <p>Can I understand questions such as who; why; when; where and how?</p> <p>Can I link statements & sticks to a main theme or intention?</p>	<p>Can I listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently?</p> <p>Can I link what they have read or have read to them to their own experiences?</p> <p>Can I retell familiar stories in increasing detail?</p> <p>Can I join in with discussions about a text, taking turns and listening to what others say?</p> <p>Can I discuss the significance of titles and events?</p>	<p>Can I participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views?</p> <p>Am I becoming increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales?</p> <p>Can I discuss the sequence of events in books and how items of information are related?</p> <p>Can I recognise simple recurring literary language in stories and poetry?</p> <p>Can I ask and answer questions about a text?</p> <p>Can I make links between the text they are reading and other texts they have read (in texts that they can read independently)?</p>	<p>Can I recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?</p> <p>Can I use appropriate terminology when discussing texts (plot, character, setting)?</p>	<p>Can I discuss and compare texts from a wide variety of genres and writers?</p> <p>Can I read for a range of purposes?</p> <p>Can I identify themes and conventions in a wide range of books?</p> <p>Can I refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings)?</p> <p>Can I identify how language, structure and presentation contribute to meaning?</p> <p>Can I identify main ideas drawn from more than one paragraph and summarise these?</p>	<p>Can I read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types?</p> <p>Can I participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously?</p> <p>Can I identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice?</p>	<p>Can I read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions?</p> <p>Can I recognise more complex themes in what they read (such as loss or heroism)?</p> <p>Can I explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary?</p> <p>Can I listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions?</p> <p>Can I draw out key information and to summarise the main ideas in a text?</p> <p>Can I distinguish independently between statements of fact and opinion, providing reasoned justifications for their views?</p>
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	Reading Comprehension						
Words in Context and Authorial Choice	<p>Nursery: Can I engage in extended conversations about stories, learning new vocabulary?</p> <p>Can I build up vocabulary that reflects the breadth of their experiences?</p> <p>Reception Can I extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words?</p>	Can I discuss word meaning and link new meanings to those already known?	<p>Can I discuss and clarify the meanings of words, linking new meanings to known vocabulary?</p> <p>Can I discuss their favourite words and phrases?</p>	<p>Can I check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context?</p> <p>Can I discuss authors' choice of words and phrases for effect?</p>	Can I discuss vocabulary used to capture readers' interest and imagination?	<p>Can I discuss vocabulary used by the author to create effect including figurative language?</p> <p>Can I evaluate the use of authors' language and explain how it has created an impact on the reader?</p>	Can I analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect?



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	Reading Comprehension						
Poetry and Performance	<p><u>Nursery:</u> Can I spot & suggest rhymes?</p> <p>Can I sing to self and makes up simple songs?</p> <p>Can I create sounds, movements, drawings to accompany stories?</p> <p>Can I sing a large repertoire of songs?</p> <p><u>Reception:</u> Can I re-enacts and reinvents stories / poems they have heard in their play</p> <p>Can I begin to understand humour, e.g. nonsense rhymes</p> <p>Can I use combinations of art forms, e.g. moving and singing, making and dramatic play?</p>	Can I recite simple poems by heart?	Can I continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear?	<p>Can I prepare and perform poems and play scripts that show some awareness of the audience when reading aloud?</p> <p>Can I begin to use appropriate intonation and volume when reading aloud?</p>	<p>Can I recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry)?</p> <p>Can I prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud?</p>	Can I continually show an awareness of audience when reading out loud using intonation, tone, volume and action?	Can I confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect?



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	Reading Comprehension						
Non-Fiction	<p>Nursery: Can I show interest in illustrations and words in print and digital books and words in the environment?</p> <p>Can I look at and enjoys print and digital books independently?</p> <p>Reception: Can I enjoy an increasing range of print & digital books, both fiction and non-fiction?</p> <p>Do I know that information can be retrieved from books, computers & mobile digital devices?</p>	Can I begin recognise that non- fiction books are often structured in different ways?	Can I recognise that non- fiction books are often structured in different ways?	Can I retrieve and record information from non- fiction texts?	Can I use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information? Can I use dictionaries to check the meaning of words that they have read?	Can I use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts>	<p>Can I retrieve, record and present information from non-fiction texts?</p> <p>Can I use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review)?</p>
Vocabulary	Blend Decode Digraph Fiction Grapheme Non-Fiction Phoneme Story	Blend Decode Digraph Fiction Grapheme Non-Fiction Phoneme Poetry Prediction Retell Segment Split digraph Traditional Tale Trigraph Vocabulary	Character Fluent Inference Prefix Retell Sense Sequence Suffix	Comprehension Fiction Poetry Plot Setting Inference Intonation Volume Retrieve Record	Audience Compare Features Feelings Intonation Simile Structure Style Summarise Themes Thoughts	Authorial technique Audience Context Cues Features Figurative Genre Implied Justify Motive Prediction Retrieval Stated Summarise Tone Volume Metaphor	Account Analogy Context Contrast Cues Effect Imagery Inference Deduction Metaphor Retrieval Setting Style Theme Viewpoint