

Progression in Reading

Reception to Y6



Reception	Progression across the year			
	Step 1	Step 2	Step 3	End of Year Expectations
	<p>Pupils should develop interest and pleasure in a wide range of reading materials such as books and poems, either read to them or read themselves.</p> <p>Pupils should listen attentively to stories, anticipating key events and responding to what they hear with relevant comments, questions or actions.</p>			
Book Handling and Enjoyment	<ul style="list-style-type: none"> - I show interest in illustrations, words in print, digital books and words in the environment. - I know that information can be relayed in the form of print. - I look at and enjoy books independently. - I handle books and touch screen technology carefully and the correct way up with growing competence. - I listen to and join in with stories and poems, one-to-one and also in small groups. 	<ul style="list-style-type: none"> - I know that print carries meaning and, in English, is read from left to right and top to bottom. - I know that in English we have a return sweep at the end of each line. - I am developing one to one matching of words on the page with the word I speak. - I point to each word as I read. - I understand the concepts of letter, word, initial letter and grapheme 	<ul style="list-style-type: none"> - I enjoy an increasing range of fiction and non-fiction books. - I use vocabulary and forms of speech that are increasingly influenced by my experience of books. - I am secure with one-to-one matching. - I am able to control all aspects of book handling and am consistent with the direction I look at print when reading 	<ul style="list-style-type: none"> - I enjoy listening to stories. - I enjoy looking at and reading books. - I enjoy reading/listening to a wide range of reading materials for example books, poems etc. - I am able to control all aspects of book handling and I am consistent with the direction I look at print. - I can respond to stories through a variety of means including role play. - I can recite familiar poems and rhymes.
Word Reading	<ul style="list-style-type: none"> - I enjoy rhyming and rhythmic activities. - I show awareness of rhyme and alliteration. - I recognise rhythm in spoken words, songs, poems and rhymes. - I continue a rhyming string. - I recognise familiar words and signs such as my own name, screen icons and advertising logos. - I clap or tap the syllables in words during sound play 	<ul style="list-style-type: none"> - I hear and say the initial sounds in words. - I am starting to link sounds to letters, naming and sounding the letters of the alphabet. - I am beginning to recognise some written names of family and friends e.g. mummy, daddy - I am beginning to segment the sounds in simple words and blend them together. 	<ul style="list-style-type: none"> - I link sounds to letters, naming and sounding the letters of the alphabet. - I am beginning to link sounds to some frequently used digraphs e.g. <i>sh, th, ee</i> - I am beginning to read some high frequency words. - I read simple phonically decodable words and simple sentences. - I am beginning to monitor if my reading is phonically correct and self-correct. 	<ul style="list-style-type: none"> - I can say a sound for each letter in the alphabet and at least 10 digraphs. - I can read words consistent with my phonic knowledge by sound-blending. - I can read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words.
Language Comprehension	<ul style="list-style-type: none"> - I join in with repeated refrains and anticipate key events and phrases in rhymes and stories. 	<ul style="list-style-type: none"> - I am beginning to be aware of the way stories are structured. - I suggest how the story might end. - I adapt my prediction if the story ends in a different way. - I listen to stories with increasing 	<ul style="list-style-type: none"> - I describe main story settings, events and principal characters. - I know that information can be retrieved from books and computers. - I can monitor if my reading 	<ul style="list-style-type: none"> - I am able to demonstrate understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary. - I can anticipate where appropriate

		attention and recall.	doesn't make sense. - I self-correct sometimes if reading doesn't make sense.	key events in stories. - I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
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Year 1	Progression across the year			
	Step 4	Step 5	Step 6	End of Year Expectations
	<p>Pupils should revise and consolidate the GPCs and common exception words taught in Reception. As soon as they can read words comprising of the Year 1 GPCs accurately and speedily, they should move on to the Y2 programme of study for word reading.</p> <p>Pupils should read and re-read books that are closely matched to their developing phonic knowledge and knowledge of common exception words, to support their fluency as well as increasing their confidence in their reading skills.</p> <p>Explore the meaning of words and develop vocabulary knowledge when decoding real words</p>			
Word Reading	<ul style="list-style-type: none"> - I can sound out most phonemes and I am able to identify common digraphs. - I am beginning to blend simple CVC and CVCC words. - I am learning new GPCs. - I can read most common exception words (CEW) from EYFS. 	<ul style="list-style-type: none"> - I can use my phonic knowledge to sound out digraphs and split digraphs. - I can recognise the graphemes (letters or groups of letters) for all 40+ phonemes. - I can read GPCs within known words with increasing accuracy. - I can recognise familiar words (CEWs) in simple texts. 	<ul style="list-style-type: none"> - I can use my phonic knowledge to blend sounds together to read words, including digraphs and split digraphs. - I can read words without overt sounding and blending after a few encounters - I can read the Y1 common exception words from the school's phonic scheme. - I can read accurately words containing GPCs that have been taught. - I can read familiar endings to words (:s, :es, :ing, :ed, :er, :est). - I am beginning to spot errors in decoding and attempt to self-correct. - I am starting to notice contractions and understand them. - I am starting to be aware of, and use, alternative sounds for graphemes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. - Read words containing taught GPCs and :s, :es, :ing, :ed, :er and :est endings. - Read other words of more than one syllable that contain taught GPCs. - Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).
<p>Range of texts</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond which they can read independently - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 				

Year 1	Step 4	Step 5	Step 6	End of Year Expectations
<p>Comprehension</p>	<ul style="list-style-type: none"> - I know a few familiar stories and I can recall some events. - I can use pictures and texts to identify meaning. - I can discuss some simple features; answering questions relating to, for example, changes in font size, details in illustrations or diagrams, identifying when somebody is speaking. - I understand the features of a book and use these to help me understand what it is about e.g. title, blurb - I can join in with group reading of familiar stories. - I can ask what unfamiliar words mean and remember them the next time I come across them. - I recognise what a poem is and understand some sounds rhyme. - I am familiar with some traditional tales and I know some of the features - I can say what I like about a story. 	<ul style="list-style-type: none"> - I know a range of familiar stories and I can talk about the main events, such as: beginning, middle and end. - I can use my knowledge of texts that I have read to answer questions. E.g. what typically happens to good and bad characters? - I can recognise the difference between fiction and non-fiction. - I understand the familiar structure in certain stories and I can join in with repeated language - I can use my knowledge of texts to support reading of unfamiliar words. - I can guess what new words mean, using clues from my teacher. - I understand rhyming words and how they can be used in poems. - I know a few traditional tales very well and I know the key characteristics. 	<ul style="list-style-type: none"> - I can identify the main events or key points in a text. - I can answer straight forward questions about a story. - I can recognise the difference between fiction and non-fiction. - I can recognise obvious story language- 'Once upon a time the big bad wolf...' and recognise a range of patterns in texts, including stories, rhymes and non-fiction. - I can explain clearly my understanding of what is read to me - I can recognise repetition of language in my reading. - I can discuss what new words mean, linking new meanings to those I already know. - I can appreciate rhymes and poem and recite some by heart. - I am very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - I can participate in discussion about what is read to me, taking turns and listening to what others say. 	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Being encouraged to link what they read or hear read to their own experiences. - Recognising and joining in with predictable phrases. - Learning to appreciate rhymes and poems, and to recite some by heart. - Discussing word meanings, linking new meanings to those already known. • Explain clearly their understanding of what is read to them • Participate in discussion about what is read to them, taking turns and listening to what others say. • Understand both the books they can already read accurately and fluently, and those they listen to by: - Drawing on what they already know or on background information and vocabulary provided by the teacher. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Discussing the significance of the title and events.
<p>Making Inferences</p>	<ul style="list-style-type: none"> - I can use stories I have already read to support my predictions. - I can understand what the main characters are doing. 	<ul style="list-style-type: none"> - I am beginning to understand how the characters have an impact on the main events in a story. - I know the general structure of the texts I am reading and can make a prediction based on these. - I understand the feelings of the main characters within a story. 	<ul style="list-style-type: none"> - I can express opinions about main events and characters in a story. - I can make simple predictions about the characters. - I can recognise why a character is feeling a certain way. - I can link what I read or hear to my own experiences, with support. 	<p>And by:</p> <ul style="list-style-type: none"> - 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. - Link what is read or listened to with own experiences.

Year 2	Progression across the year			
	Step 7	Step 8	Step 9	End of Year Expectations
	<p>Pupils should be taught to: Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read these books to build up their fluency and confidence in word reading.</p>			
Word Reading	<ul style="list-style-type: none"> - I can read a range of words on sight and am able to use my phonic strategies to read more complex words. - I can read words with common suffixes. - I notice contractions, but need some support to read them accurately. - I know the function of full stops when reading and I show this when reading aloud. 	<ul style="list-style-type: none"> - I can read fluently and have started to use my phonic skills to decode unfamiliar words quickly and easily. - I can predict alternative grapheme sounds in unfamiliar words. - I can read multi syllabic words. - I can read words containing common suffixes. - In contractions, I understand the apostrophe replaces the missing letters. - I can read aloud taking into account punctuation and author intention. 	<ul style="list-style-type: none"> - I can read familiar words quickly, without needing to sound them out. - I can read common suffixes, understanding the impact on root words. - I can use a range of decoding strategies. - I can use syllable boundaries to read each syllable then combine them to read a word - I can self -correct when I have read a sentence incorrectly. - I can read words with contractions accurately. - I can read all Y1 & 2 common exception words. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Read accurately by blending the sounds in words that contain graphemes taught so far, especially alternative sounds for graphemes. - Read accurately words of two or more syllables containing graphemes taught. - Read words containing common suffixes. - Read further common exception words, noting unusual correspondences between spelling and sound. - Read most words quickly & accurately without overt sounding and blending when they've been frequently encountered.
<p>Range of Texts</p> <ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 				
Comprehension	<ul style="list-style-type: none"> - I understand the key events or features of a text. - I can comment simply on a text's beginning, middle and end. - I can work with a group to answer questions about texts. - I know how non-fiction texts are structured and can name some of their features. - I can recite some lines from simple poems, saying what I like. 	<ul style="list-style-type: none"> - I understand how the key events in a story result in the final outcome. - I can discuss, in a group, the sequence of events in a story. - I can answer questions about a text I have read. - I know how non-fiction texts are structured and I can refer to the key features explaining their purpose. - I can recite poem with some intonation and rhythm. 	<ul style="list-style-type: none"> - I can retell a story, referring to most of the key events and characters. - I can summarise a story, giving the main points clearly in sequence. - I can find the answers to questions in non-fiction, stories and poems. - I can locate specific information e.g. key information and events, characters' names. - I can decide how useful a non-fiction text is for the purpose. 	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Discussing the sequence of events in books and how items of information are related. - Checking that the text makes sense to them as they read and correcting inaccurate reading. - Answering and asking questions. - Discussing their favourite words and phrases.

Year 2	Step 7	Step 8	Step 9	End of Year Expectations
	<ul style="list-style-type: none"> - I can explain the meaning of words in context. - I can recognise interesting words. - I can recognise key themes in a text, linked to familiar stories. - I can say what I think about books, poems and non-fiction. - I can use the front cover and book title, as well as illustrations, to make reading choices. 	<ul style="list-style-type: none"> - I can discuss words and phrases. - I can recognise key themes within a text, linked to familiar stories. - I am able to take part in discussions about books, poems and non-fiction texts. - I can use the front cover and book title, as well as illustrations and the words inside to make reading choices. 	<ul style="list-style-type: none"> I continue to build up a repertoire of poems learnt by heart, with appropriate intonation - I can discuss my favourite words and phrases and say how they affect meaning. - I can recognise key themes and ideas within a text. - I can participate in discussions about books, poems and other works and can compare similarities and differences between texts. - I can make choices about which texts to read, based on prior reading experiences. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Discuss and clarify the meanings of words, linking new meanings to known vocabulary. - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Language for Effect	<ul style="list-style-type: none"> I can recognise rhyming words. I can recognise tongue twisters and alliteration. 	<ul style="list-style-type: none"> - I can identify how vocabulary choices affect meaning e.g. 'Crept lets you know he's trying to be quiet'. - I can recognise words that sound like their meaning. 	<ul style="list-style-type: none"> -I can understand some differences between spoken and written language. -I can recognise simple similes. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Recognise simple recurring literary language in stories and poetry.
Making Inferences	<ul style="list-style-type: none"> - I can comment on character's actions. - I can provide simple explanations about events. - I can explore what I think is going to happen in a text. 	<ul style="list-style-type: none"> - I am beginning to understand the reasons for a character's behaviour. - I can discuss possible reasons for events. - I can explore what I think is going to happen and suggest why I think this. 	<ul style="list-style-type: none"> - I can make simple inferences about the thoughts and feelings of characters, and the reasons for their actions. - I can discuss reasons for events, by using clues in the story. - I understand why a writer has written a text e.g. 'She wants you to know how to make a kite'. - I can make predictions based on reading other books by an author and my own experiences. - I understand how the author uses words to convey thoughts, feelings and actions, including 'reading between the lines'. 	<p>Pupils should be taught to understand both the books they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - Drawing on what they already know or on background information and vocabulary provided by the teacher. - 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.

Year 3	Progression across the year			
	Step 10	Step 11	Step 12	End of Year Expectations
	<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <p>- Pupils should be taught to understand what they read, in books they can read independently by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>			
Word Reading	<ul style="list-style-type: none"> - I can read an increasing number of common exception words. - I can read aloud using a range of strategies appropriately, including decoding, to establish meaning. - I can apply my increasing knowledge of root words, prefixes and suffixes. 	<ul style="list-style-type: none"> - I can read an increasing number of common exception words. - I can read aloud with expression and intonation taking into account punctuation. - I can apply my increasing knowledge of root words, prefixes and suffixes. 	<ul style="list-style-type: none"> - I can read an increasing number of common exception words. - I can read aloud with intonation and expression, taking into account all Y3 punctuation (National Curriculum Appendix 2 p66 – 67). - I can apply my increasing knowledge of root words, prefixes and suffixes. - I can test out different pronunciations of longer words. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the unusual correspondences between spelling & sound, and where these occur in the word. - Test out different pronunciations of longer words
<p>Range of texts</p> <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Reading books that are structured in different ways and reading for a range of purposes. - Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 				
Comprehension	<ul style="list-style-type: none"> - I can summarise and explain the main points in a text. - I am beginning to use my knowledge of the alphabet to locate information and meaning in a dictionary and an index. - I can briefly summarise the difference between a fiction and non-fiction text, giving examples. 	<ul style="list-style-type: none"> - I am able to quote directly from the text to support thoughts and discussions. - I can increasingly use my knowledge of the alphabet to locate information and meaning. - I am beginning to identify the differences between a wider range of non-fiction text types e.g. instructions, explanation, poetry, and fiction texts. 	<ul style="list-style-type: none"> - I can locate information by skimming (for a general impression and scanning (to locate specific information). - I can use text marking to support retrieval of information or ideas from texts e.g. highlighting, notes in the margin. - I can identify differences between fiction and non-fiction genres. 	<ul style="list-style-type: none"> - Retrieve and record information from fiction and non-fiction texts. - Use dictionaries to check the meaning of words that they have read. - Ask questions to improve understanding of a text. - Identify themes and conventions in a wide range of books. - Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Year 3	Step 10		Step 11	Step 12	End of Year Expectations
Themes and Conventions	<ul style="list-style-type: none"> - I can recognise some differences between poems. - I can explore some straightforward underlying themes and ideas. 	<ul style="list-style-type: none"> -I can use some appropriate vocabulary to describe different poems - I can summarise and explain the main points in a text. -I can recognise presentation devices e.g. numbering and headings in instructions. 	<ul style="list-style-type: none"> -I can name different types of poems. -I can discuss the merits of different presentational devices in helping clarity of meaning. - I can summarise and explain the main points in a text, referring back to the text to support this. 	<ul style="list-style-type: none"> - Identify how language, structure and presentation contribute to meaning. -Recognise presentational devices - Recognise some different forms of poetry e.g. free verse, narrative. - Identify main ideas from more than one paragraph and summarising these. 	
Language for effect	<ul style="list-style-type: none"> - I can identify where language is used to create mood, build tension or 'paint a picture'. - I can explain the meaning of unusual words in context. - I can explore the potential meaning of ambitious vocabulary read in context. 	<ul style="list-style-type: none"> - I can comment on an author's choice of language to create mood and build tension. - I can explore potential meanings of unusual or technical words read in context. - I can clarify the meanings of ambitious words and/or phrases in context. - I can discuss how the words make me feel. 	<ul style="list-style-type: none"> - I can identify language features of some different text types e.g. that the language of recount is different to the language of instructions. - I can clarify the meaning of unusual or technical words and phrases in context. - I can talk about the effects of different words and phrases to create different images and atmosphere e.g. powerful verbs, adjectives and adverbs. I can discuss why the author might have chosen these words and phrases. 	<ul style="list-style-type: none"> - Discuss words and phrases that capture the reader's interest and imagination. - Discuss their understanding and explain the meaning of words in context. 	
Making Inferences	<ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story. - I can predict what might happen in a story. 	<ul style="list-style-type: none"> - I can explain how and why main characters act in certain ways in a story, using evidence from the text. - When prompted, I can justify and elaborate on opinions and predictions. 	<ul style="list-style-type: none"> - I can sometimes empathise with different characters' point of view in order to explain what characters are thinking and feeling and the way they act. - I can justify and elaborate on opinions and predictions with reference to the text. 	<ul style="list-style-type: none"> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predict what might happen from details stated and implied. 	

Year 4	Progression across the year			
	Step 13	Step 14	Step 15	End of Year Expectations
	<p>At this stage teaching comprehension should take precedence over teaching word reading directly. Any word reading should support the development of vocabulary.</p> <p>Pupils should be taught to understand what they read, in books they can read independently by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>			
Word Reading	<ul style="list-style-type: none"> - I can usually read a range of appropriate texts with fluency and accuracy. - I can recognise prefixes and suffixes in words. - I can read some words from the Y3 and 4 word list and understanding the correspondence between spelling and sound. 	<ul style="list-style-type: none"> - I can read a range of appropriate texts fluently and accurately, including those with words from the Y3 and 4 word list - I can use syllables to read unknown polysyllabic words, including knowledge of common prefixes and suffixes e.g. un-im-por-tant. 	<ul style="list-style-type: none"> - I can read aloud with pace, fluency and expression, taking into account punctuation and author's intent. - I can explore the potential meaning of ambitious vocabulary read in context using knowledge of etymology (word origin), morphology (form and structure of the word, i.e. the root word plus prefix or suffix) or the context of the word. <p>I can read most words from the Y3 and 4 word list, understanding the correspondence between spelling and sound.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the unusual correspondences between spelling & sound, and where these occur in the word.
<p>Range of texts</p> <p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Having opportunities to read books and authors they might not choose themselves, and be taught to exercise choice in selecting books, with teachers making use of library services and other expertise. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books - Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - Reading books that are structured in different ways and reading for a range of purposes. - Participating in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 				
Comprehension	<ul style="list-style-type: none"> - I can use knowledge of text structure to locate information. 	<ul style="list-style-type: none"> - I can skim (for a general impression) and scan (to locate specific information) to identify key ideas and answer questions from a text. 	<ul style="list-style-type: none"> - I can locate information quickly and effectively from a range of sources by using techniques such as text marking and using indexes and contents pages. 	<ul style="list-style-type: none"> - Retrieve and record information from fiction and non-fiction texts. - Ask questions to improve their understanding of a text. - Identify themes and conventions in a wide range of books.

Year 4	Step 13	Step 14	Step 15	End of Year Expectations
Themes and Conventions	<ul style="list-style-type: none"> - I can identify the various features of fiction genres e.g. science fiction, adventure, autobiography, diary, mystery. -I can recognise key themes in what I have read 	<ul style="list-style-type: none"> - I can compare and talk about the structures and features of a range of non-fiction texts. -I can compare key themes across different books 	<ul style="list-style-type: none"> - I can compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. -I can discuss key themes in what I have read e.g. triumph of good over evil, revenge. 	<ul style="list-style-type: none"> - Read books that are structured in different ways and read for a range of purposes. - Identify themes and conventions in a wide range of books.
Language for Effect	<ul style="list-style-type: none"> - I can talk about the author's choice of language and its effect on the reader in a range of texts. 	<ul style="list-style-type: none"> - I can read between the lines, using clues from action, dialogue and description to interpret meaning and explain what characters are thinking or feeling and the way they act. 	<ul style="list-style-type: none"> - I can discuss how and why the text affects the reader and refer back to the text to back up a point of view. 	<ul style="list-style-type: none"> - Identify how language, structure and presentation contribute to meaning.
Making Inferences	<ul style="list-style-type: none"> - I can talk about the effects of different words and phrases to create different images and atmosphere e.g. powerful verbs, adjectives and adverbs. - I can infer meaning, using evidence from the text and my wider experiences. I can predict what might happen by quoting directly from the text. 	<ul style="list-style-type: none"> - I confidently talk about the effects of different words and phrases to create different images and atmosphere e.g. powerful verbs, adjectives and adverbs. - I can infer and deduce meaning based on evidence drawn from different points in the text. I can refer to the text to support opinions and predictions e.g. I can sum up what I have found, discussed and thought about; make a point, state my thoughts and ideas; find evidence in and around the text to support my views. 	<ul style="list-style-type: none"> - I can work out the meaning of unknown words from the way they are used in context. - I can discuss messages, moods, feelings and attitudes using clues from the text by means of inference and deduction skills. I can refer to the text to support opinions and elaborate e.g. I can sum up what I have found, discussed and thought about; make a point, state my thoughts and ideas; find evidence in and around the text to support my views; clarify my thinking by elaborating on and justifying my views, using additional evidence and linking to my wider knowledge and experiences. 	<ul style="list-style-type: none"> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences from evidence. Predict what might happen from details stated and implied.

Year 5	Progression across the year			
	Step 16	Step 17	Step 18	End of Year Expectations
	<p>At this stage there should be no need for further direct teaching of word reading skills for almost all pupils. Where teachers read to or with pupils, attention should be paid to new vocabulary – both a word’s meaning(s) and its correct pronunciation.</p>			
Word Reading	<ul style="list-style-type: none"> - I can confidently read unknown words with prefixes and suffixes and I am beginning to make connections between words. 	<ul style="list-style-type: none"> - I can confidently read most words, understanding the impact of prefixes and suffixes on root words. 	<ul style="list-style-type: none"> - I understand the history of words and the relationship between them to help me read unknown polysyllabic words. - I understand the impact of prefixes and suffixes on root words. - I can read all words from the Y5 and 6 word list. 	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that they meet.
<p>Range of Texts</p> <p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways and reading for a range of purposes. - Increasing their 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. - Recommending books that they have read to their peers, giving reasons for their choices. - Learning a wider range of poetry by heart. - Preparing 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. - Participating 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 view courteously 				
Comprehension	<ul style="list-style-type: none"> - I can identify the different features of fiction and non-fiction genres. - I can compare, contrast and evaluate different non-fiction texts. - I can discuss my understanding of a text. - I can skim to identify key ideas. - I can make simple comparisons between books. 	<ul style="list-style-type: none"> - I can identify the individual genre in a mixed genre text e.g. an explanation within an information text. - I can discuss my understanding of a text by identifying the purpose of the author. - I can skim and scan non-fiction texts to speed up research. - I can make comparisons between books, commenting on similarities and differences. 	<ul style="list-style-type: none"> - I can identify, collate and discuss the key ideas and information from a range of sources. - I can talk confidently about the purpose of the text and the specific intentions of the author. - I can ask questions to clarify my understanding. - I can use what I know about text structure to find information. - I can compare, contrast and evaluate different books. 	<p>Pupils should be taught to understand what they read by:</p> <ul style="list-style-type: none"> - Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas. - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Asking questions to improve their understanding.

Year 5	Step 16	Step 17	Step 18	End of Year Expectations
Comprehension				<ul style="list-style-type: none"> - Retrieving, recording and presenting information from non-fiction. - Making comparisons within and across books. - Distinguishing between statements of fact and opinion. - Explaining and discussing their understanding of what they have read, including through formal presentations and debates maintaining a focus on the topic and using notes where necessary
Themes and Conventions	<ul style="list-style-type: none"> - I can use the way in which a text is organised to help me understand. - I can talk about books, discuss the main points and build on my reasoning. 	<ul style="list-style-type: none"> - I can comment on the structural choices an author has used to organise a text. - I can take part in discussions, listening to others' ideas and building on them. 	<ul style="list-style-type: none"> - I can recognise language that is a feature of a particular genre and how this contributes to meaning. - I can take part in discussions, listening to others' ideas and build on them to support the development of my own. 	<ul style="list-style-type: none"> - Identify and discuss themes and conventions in and across a wide range of writing. - Identify how language, structure and presentation contribute to meaning. - Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
Language for Effect	<ul style="list-style-type: none"> - I can comment on how an author has used language and its effect upon the reader. 	<ul style="list-style-type: none"> - I can identify and articulate my response to the effect of figurative and descriptive language. 	<ul style="list-style-type: none"> - I can discuss the difference between literal and figurative language and the effects of imagery. 	<ul style="list-style-type: none"> - Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.
Making Inference	<ul style="list-style-type: none"> - I can recognise which characters the author wants the reader to like or dislike. - I can make basic predictions about a narrative. 	<ul style="list-style-type: none"> - I can explain what I think a character's personality is like by referring to their behaviours. - I can state my predictions for the story, using evidence from the book. 	<ul style="list-style-type: none"> - I understand the thoughts and feelings of characters by referring to their actions. - I can justify my opinions. - I can explore texts to support and justify my predictions and opinions. 	<ul style="list-style-type: none"> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predict what might happen from details stated and implied. - Provide reasoned justifications for their views.

Year 6	Progress across the year			
	Step 19	Step 20	Step 21	End of Year Expectations
	At this stage there should be no need for further direct teaching of word reading skills for almost all pupils. Where teacher read to or with pupils, attention should be paid to new vocabulary – both a word's meaning(s) and its correct pronunciation.			
Word Reading	<ul style="list-style-type: none"> - I know how to read most unfamiliar words and can predict the meaning of related words using my knowledge e.g. words with the prefix circum meaning around. 	<ul style="list-style-type: none"> - I can read almost all words accurately. - I use my knowledge of word history and the link between words to suggest meaning. 	<ul style="list-style-type: none"> - I am able to read accurately all words including those containing suffixes and prefixes, and can predict the meaning, using my knowledge of the history of words and the relationship between them. 	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.
Range of Texts Pupils should be taught to maintain positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Reading books that are structured in different ways and reading for a range of purposes. - Increasing their 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. - Recommending books that they have read to their peers, giving reasons for their choices. - Learning a wider range of poetry by heart. - Preparing 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. - Participating 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 view courteously 				
Comprehension	<ul style="list-style-type: none"> - I can clearly identify and retrieve relevant points and key ideas from different points in a text and across a range of texts. - I can talk confidently about the purpose of the text and the specific intentions of the author, using examples from the text. - I can ask questions to confirm what I already know. - I can use my skills of skimming, scanning, text marking and knowledge of the genre to identify the main points. - I can compare and contrast the styles of different writers and provide examples. - I am able to link them with my own ideas to support what I say. 	<ul style="list-style-type: none"> - I can discuss the purpose, audience and organisation of different fiction and non-fiction texts. - I can use the way text types are organised to help me sustain understanding over longer texts. - I can ask and respond to questions about a text to demonstrate my understanding. - I can use my skills of skimming, scanning, text marking and knowledge of genre to identify and record key features and information. - I can compare, contrast and explore the styles of writers and poets, finding examples in the text. - I use their knowledge to support my own ideas. 	<ul style="list-style-type: none"> - I can discuss the purpose, audience and organisation of different fiction and non-fiction texts, evaluating their success. - I can apply my knowledge of word reading skills to a range of different contexts to support my understanding of a text. - I can ask and respond to questions to demonstrate a secure understanding. - I can collect and organise key ideas from a range of sources and present this to others. - I can describe and evaluate the styles of different writers, finding examples and justifying my interpretations - I am able to state why I believe they have valid points and use the text to clarify. 	Pupils should be taught to understand what they read by: <ul style="list-style-type: none"> - Summarising the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas. - Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Asking questions to improve their understanding. - Retrieving, recording and presenting information from non-fiction. - Making comparisons within and across books. - Distinguishing between statements of fact and opinion. - Explaining and discussing their understanding of what they have read, including through formal presentations and debates maintaining a focus on the topic and using notes where necessary

Y6	Step 19	Step 20	Step 21	End of Year Expectations
Themes and Conventions	<ul style="list-style-type: none"> - I can identify the ways in which one paragraph is linked to the next. - I can take part in discussions, taking account of what others say and comment on their ideas. 	<ul style="list-style-type: none"> - I can comment on and compare the language choices the author has used over a range of non-fiction texts. - I am able to analyse what others say to support my own ideas linked to a text. 	<ul style="list-style-type: none"> - I can explore how the way in which a text is organised, and how language features and choice of specific vocabulary support the writer's theme and purpose, providing examples. - I can analyse and critically analyse others' ideas courteously. 	<ul style="list-style-type: none"> - Identify and discuss themes and conventions in and across a wide range of writing. - Identify how language, structure and presentation contribute to meaning. - Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
Language for Effect	<ul style="list-style-type: none"> - I can identify how the author has created messages, moods, feelings and attitudes through vocabulary choices. 	<ul style="list-style-type: none"> - I can clearly identify the effect the writing has on a reader, and begin to explain how this impact has been created. 	<ul style="list-style-type: none"> - I can analyse, compare and contrast how different authors use literal and figurative techniques to create imagery. 	<ul style="list-style-type: none"> - Discuss and evaluate how authors use language, including figurative language considering the impact on the reader.
Making Inferences	<ul style="list-style-type: none"> - I understand the motives of characters; I can explain their personality, with evidence from the text, to justify this. <p>I can refer to the text to support my predictions and provide examples.</p>	<ul style="list-style-type: none"> - I understand why characters feel and act the way they do. I can refer to their personality, using examples to justify their motives. <p>I understand how the author uses hidden messages to imply what might happen.</p>	<ul style="list-style-type: none"> - I can predict how a character will react to situations, based on my understanding of their personality and previous actions. <p>I can use hidden messages and action from the text to make a sound prediction; I use evidence from the text to support this.</p>	<ul style="list-style-type: none"> - Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predict what might happen from details stated and implied. <p>Provide reasoned justifications for their views.</p>

