

## Reading Progression Framework

Skills	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>I can read individual letters by saying the sounds for them.</li> <li>I can blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>I can read some letter groups that each represent one sound and say sounds for them.</li> <li>I can read a few common exception words matched to the school's phonic programme.</li> <li>I can read simple phrases</li> </ul>	<ul style="list-style-type: none"> <li>I can use letter sounds to work out and read new words.</li> <li>I can say a sound for more than 40 letters or groups of letters</li> <li>I can read accurately by blending sounds in unfamiliar words</li> <li>I read common exception words, noting unusual or tricky sounds.</li> <li>I can read words made up of the letter sounds I know and which have endings -s, -es, -ing, -ed, -er and -est.</li> <li>I can read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</li> </ul>	<ul style="list-style-type: none"> <li>I can continue to apply phonic knowledge and skills</li> <li>I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>I can read accurately words of two or more syllables</li> <li>I can read words containing common suffixes</li> <li>I can read further common exception words, noting unusual or tricky parts of the sounds.</li> <li>I can read most</li> </ul>	<ul style="list-style-type: none"> <li>I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.</li> <li>I can read further exception words including words that do not follow spelling patterns.</li> <li>I can read and understand meaning of words on Y3/4 word list</li> <li>I can use intonation, tone and</li> </ul>	<ul style="list-style-type: none"> <li>I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words. -I can read and decode further exception words accurately, including words that do not follow spelling patterns.</li> <li>I can use punctuation to determine intonation and expression when reading aloud to a range of audiences</li> </ul>	<ul style="list-style-type: none"> <li>I can read words endings which sound like 'shus' spelt -cious or -tious e.g. vicious, delicious, ambitious, cautious.</li> <li>I can read word endings which sound like 'shil' spelt -cial or -tial e.g. official, partial. -I can read words ending in -ant, -ance/-ancy, -ent, -ence/-ency e.g. tolerant/tolerance, transparent/transparency.</li> <li>I can read words ending in -able and -ible, and also -ably and -ibly e.g. adorable, possible, adorably, possibly</li> <li>I can read words</li> </ul>	<p>I can read aloud and understand the meaning of the words on the Year 5/6 list</p>

	<p>and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p>	<ul style="list-style-type: none"> <li>• I can read aloud accurately books that are consistent with their developing phonic knowledge</li> <li>• I can re-read books I can continue to apply phonic knowledge and skills</li> </ul>	<p>words quickly and accurately without needing to sound and blend words I have seen before.</p> <ul style="list-style-type: none"> <li>• I can read aloud books within my reading level, without making many errors and sounding out new</li> </ul>	<p>volume when reading aloud</p> <ul style="list-style-type: none"> <li>• I can take note of punctuation when reading aloud</li> </ul>		<p>containing the letter-string 'ough' e.g. bought, rough, through, bough. - I can read some words with 'silent' letters e.g. knight, psalm, solemn.</p> <ul style="list-style-type: none"> <li>• I can use knowledge of root words, prefixes and suffixes in spelling</li> </ul>	
<p><b>Developing a love of reading</b></p>	<ul style="list-style-type: none"> <li>• I can re-read books to build up confidence in word reading, fluency and understanding and enjoyment.</li> </ul>	<ul style="list-style-type: none"> <li>• I can enjoy and understand a wide range of stories, poems and non-fiction text that I can't yet read myself by hearing them read and talking about them with others.</li> <li>• I can enjoy stories and texts that I can read for myself or have had read to me which link to things I have experienced.</li> </ul>	<ul style="list-style-type: none"> <li>• I can participate in discussion about books, poems &amp; other works that are read to me &amp; those that I can read to myself by taking turns and listening to what others say</li> <li>• I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read to myself</li> </ul>	<ul style="list-style-type: none"> <li>• I can participate in discussion about both books that are read to me and those I can read for myself by taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• I can participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say</li> </ul>	<ul style="list-style-type: none"> <li>• I can recommend books that I have read to my peers and give reasons for my choices</li> <li>• I can participate in discussions about books, building on my own and others' ideas and challenging views courteously</li> <li>• I can explain and discuss my understanding of what they I</li> </ul>	<ul style="list-style-type: none"> <li>• I can recommend books that I have read to my peers and give reasons for my choices</li> <li>• I can participate in discussions about books, building on my own and others' ideas and challenging views courteously</li> <li>• I can explain and discuss my understanding of what they I</li> </ul>

						<p>read, including through formal presentations and debates</p> <ul style="list-style-type: none"> <li>• I can provide reasoned justifications for my views</li> </ul>	<p>read, including through formal presentations and debates</p> <ul style="list-style-type: none"> <li>• I can provide reasoned justifications for my views</li> </ul>
<b>Retrieval</b>		<ul style="list-style-type: none"> <li>• I can recognise words and phrases which locate information found explicitly in the text</li> </ul>	<ul style="list-style-type: none"> <li>• I can ask and answer simple questions about the books or stories I am reading</li> <li>• I can check the text makes sense as they read.</li> <li>• I can begin to scan for key words in the text order to locate answers</li> </ul>	<ul style="list-style-type: none"> <li>• I can check the accuracy of what I am retrieving by reading around the words or phrases I find</li> <li>• I can locate and discuss words and phrases I find interesting</li> <li>• I can ask questions to improve my own understanding</li> </ul>	<ul style="list-style-type: none"> <li>• I can skim a whole text first to select which paragraph or section of text an answer may be located in</li> <li>• I can scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.</li> </ul>	<ul style="list-style-type: none"> <li>• I can discuss my understanding and explore the meaning of words in context</li> <li>• I can ask questions which develop my understanding</li> <li>• I can retrieve key details and begin to find quotations from a whole text</li> </ul>	<ul style="list-style-type: none"> <li>• I can independently locate information and provide reasoned justifications for my views</li> <li>• I can routinely find accurate quotations from a whole text</li> <li>• I can use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>• I can understand the feelings of characters in texts I listen to</li> </ul>	<ul style="list-style-type: none"> <li>• I can say how the characters might feel in a story I have read or heard</li> </ul>	<ul style="list-style-type: none"> <li>• I can say how the characters might feel in a story I have read or heard</li> </ul>	<ul style="list-style-type: none"> <li>• With support, I can identify themes across the text e.g. loyalty and</li> </ul>	<ul style="list-style-type: none"> <li>• I can identify themes across the text</li> <li>• I can draw inferences such</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw inferences independently, often justifying with textual</li> </ul>	<ul style="list-style-type: none"> <li>• I can draw hidden inferences, justifying with textual</li> </ul>

	<p>e.g. why Little Bear might want his mummy at bedtime</p> <ul style="list-style-type: none"> <li>I can use pictures in texts which give clues</li> <li>I can feel the mood of a setting, such as a scary forest or a funny event</li> </ul>	<p>on the basis of what is said and done.</p>	<p>on the basis of what is said and done.</p> <ul style="list-style-type: none"> <li>I can make some inferences, answering 'how' and 'why' questions which may reach beyond the text</li> <li>I can explain my understanding of what is read to me, beyond that which is explicitly stated e.g. make a sequence of events, or explain a moral or message</li> </ul>	<p>treachery in Lion, Witch, Wardrobe</p> <ul style="list-style-type: none"> <li>I can draw inferences such as characters' feelings, thoughts and motives for their actions e.g. why Edmund lied</li> <li>I can begin to justify my inferences by locating textual evidence</li> </ul>	<p>as inferring characters' feelings, thoughts and motives for their actions</p> <ul style="list-style-type: none"> <li>I can confidently justify my inferences with textual evidence</li> </ul>	<p>evidence</p> <ul style="list-style-type: none"> <li>I can make comparisons within and across texts, referring to both reference points</li> </ul>	<p>evidence, including quotations which illustrate</p> <ul style="list-style-type: none"> <li>I can make comparisons within and across texts, using evaluative skills</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>I can guess what could happen next.</li> </ul>	<ul style="list-style-type: none"> <li>I can say what might happen next in a story.</li> </ul>	<ul style="list-style-type: none"> <li>I can predict what might happen next, on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>I can predict what might happen from implied details or from other stories they know</li> </ul>	<ul style="list-style-type: none"> <li>I can predict what might happen from implied details</li> </ul>	<ul style="list-style-type: none"> <li>I can make predictions from implied details, both before and after events</li> </ul>	<ul style="list-style-type: none"> <li>I can make reasoned predictions from implied details</li> </ul>
<b>Summarising</b>		<ul style="list-style-type: none"> <li>I can retell key stories, fairy stories and traditional tales because I know them well and</li> </ul>	<ul style="list-style-type: none"> <li>I can retell a wider range of stories, fairy stories and traditional tales</li> </ul>				<ul style="list-style-type: none"> <li>I can show my understanding of texts by summarising the main ideas over a paragraph or</li> </ul>

		can comment on their special features.					<p>a number of paragraphs, finding key details as evidence to support my views.</p> <ul style="list-style-type: none"> <li>I can summarise main ideas across whole text, note developments e.g. of a character or relationship</li> </ul>
<b>Word Meaning and Author's Choice</b>		<ul style="list-style-type: none"> <li>I can explain the meaning of words that I know and I can talk about the meaning of new words</li> <li>I can link the meaning of new words to those I already know</li> <li>I can draw on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>	<ul style="list-style-type: none"> <li>I can explain the meaning of words that I know and I can ask about the meaning of new words</li> <li>I can link the meaning of new words to those I already know</li> <li>In support of my inference skills, I can discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by my teacher</li> </ul>	<ul style="list-style-type: none"> <li>I can use a dictionary to check meanings of new vocabulary</li> <li>With support, I can talk about what words mean in context.</li> </ul>	<ul style="list-style-type: none"> <li>I can use a dictionary, with growing independence, to define new vocabulary</li> <li>I can discuss and explain words and phrases to explore meanings in context.</li> </ul>	<ul style="list-style-type: none"> <li>I can discuss and explore the precise meaning of words and phrases in context.</li> </ul>	<ul style="list-style-type: none"> <li>I can work out the nuanced meanings of words and phrases in context</li> </ul>

<p><b>Poetry</b></p>	<ul style="list-style-type: none"> <li>• I can listen to and join in with stories and poems, one-to-one and also in small groups.</li> <li>• I can join in with repeated refrains in rhymes and stories</li> </ul>	<ul style="list-style-type: none"> <li>• I can enjoy and understand rhymes and poems, and can recite some by heart.</li> </ul>	<ul style="list-style-type: none"> <li>• I can enjoy reading poems and know some off by heart.</li> <li>• I can say what I like and don't like about a poem.</li> <li>• I can change my voice when reading a poem to make it clearer.</li> </ul>	<ul style="list-style-type: none"> <li>• I can prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</li> <li>• I can begin to use appropriate intonation and volume when reading aloud.</li> <li>• I can begin to recognise different forms of poetry (e.g. free verse or narrative poetry)</li> </ul>	<ul style="list-style-type: none"> <li>• I can recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</li> <li>• I can prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action)</li> <li>• I can show awareness of the audience when reading</li> </ul>	<ul style="list-style-type: none"> <li>• I can continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</li> <li>• I can learn a wider range of poetry by heart</li> </ul>	<ul style="list-style-type: none"> <li>• I can confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</li> </ul>
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