# Progression of Skills: English - Reading

| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| **Decoding** | • I can apply phonic knowledge to decode words.<br>• I can speedily read all 40+ letters and groups for 40+ phonemes.<br>• I can read accurately by blending taught GPC.<br>• I can read common exception words.<br>• I can read common suffixes: -s, -es, -ing, -ed, etc.<br>• I can read multi-syllable words containing taught GPCs.<br>• I can read contractions and understanding the use of apostrophe.<br>• I can read aloud phonically-decodable texts accurately. | • I can apply secure phonic decoding until reading is fluent.<br>• I can read accurately by blending, including using alternative sounds for graphemes.<br>• I can read multi-syllable words containing these graphemes.<br>• I can read common suffixes.<br>• I can read exception words, noting unusual correspondences.<br>• I can read most words quickly and accurately without overt sounding and blending. | • I can use my phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).<br>• I can apply my 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.<br>• I can apply my 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. | • I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.<br>• I can apply my knowledge of root words, prefixes and suffixes (word endings) to read aloud fluently. | • I can read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.<br>• I can apply my 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. | • I can read fluently with full knowledge of all Y5 and 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. |
| **Comprehension** | **Vocabulary:**<br>• I can identify new or unfamiliar words that I meet in reading.<br>• I can explain the meaning of the words I meet in a text.<br>• I can explore the | **Vocabulary:**<br>• I can read on and re-read sentences to find the meaning of unfamiliar words which are explained in the text.<br>• I can investigate traditional story language. E.g. story | **Vocabulary:**<br>• I can practise re-reading a sentence and reading on in order to locate the meaning of unfamiliar words.<br>• I can discuss unfamiliar words and their possible | **Vocabulary:**<br>• I can decide where unfamiliar words are explained in the text or where I need to use a dictionary or glossary to find a words meaning.<br>• I can identify unfamiliar | **Vocabulary:**<br>• I can use a range of strategies, including the context and where necessary a dictionary, to make sense of the words used in a text.<br>• I can explain the meaning of words | **Vocabulary:**<br>• I can apply appropriate strategies (re-reading, reading on, visualising, word knowledge, syntax) in order to find the meaning of unfamiliar |

## Column 1

effect of patterned language or repeated words and phrases in familiar stories.

**Inference:**
- I can Link what I am reading to my own experience.
- I can speculate about characters from what they say and do. E.g. when role playing parts or reading aloud.
- I can discuss what is suggested about a character from the way or how he or she speaks.

**Predicting:**
- I can use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.

**Retrieval:**
- I can discuss characters' appearance, behaviour and the events that happen to them, using details from the text.

## Column 2

openers and endings, scene openers, language which signals a time shift or magical event.

**Inference:**
- I can talk around a topic prior to reading.
- I can re-read sections of texts carefully to find answers to questions about characters and events.
- I can make inferences about characters from what they say and do, focusing on important moments in a text.

**Predicting:**
- I can make plausible predictions showing an understanding of the ideas, events or characters I am reading about.

**Retrieval:**
- I can identify what is known for certain from the text about characters, places and events in

## Column 3

meaning to clarify my understanding of a sentence or passage.
- I can discuss the language used to create significant aspects of a text. E.g. opening, build up, atmosphere, and how a writer implies as well as tells.

**Inference:**
- I can link what I read to my knowledge and experience of a topic and to my knowledge of similar texts.
- I can make regular predictions and brief summaries as I read, thinking about the clues and hints I've picked up, as well as what is directly stated.
- I can re-read sections of texts carefully to check my ideas about the text.
- I can understand how what a character says or does impacts on other characters, or on the events

## Column 4

vocabulary in a text and adopt appropriate strategies to locate the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation.
- I can understand how writers use figurative and expressive language to hint at and suggest ideas and information in order to capture interest. E.g. how they use language to set scenes, or create moods, arouse expectations, build tension, describe attitudes or emotions.
- I can discuss the meaning of similes and other comparisons that I read.

**Inference:**
- I can link what I am reading to my prior knowledge and experience and to

## Column 5

used in a text.
- I can identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes and embedded metaphors) met in texts, considering why authors might have used them.
- I can consider the language used in a text and pick up the implications and associations being made by the writer.

**Inference:**
- I can link what I read to what I know (prior knowledge and experience), my knowledge of texts, and to what I have read in previous sections, to make inferences and deductions.
- I know how to gain a rapid overview of a text. E.g. by skimming and scanning, and how and when to read slowly and carefully.
- I can build 'thinking time' into my

## Column 6

vocabulary met in independent reading.
- I can check the plausibility and accuracy of their suggestions.
- I can identify the hints and suggestions that writers make through their choices of words and phrases and the associations these evoke. E.g. about characters, events or ideas.

**Inference:**
- I can link what I have just read to what I know (prior knowledge and experience), my knowledge of texts, and what I have read in previous sections, to make inferences and deductions.
- I know how to gain a rapid overview of a text. E.g. by skimming and scanning and how and when to read slowly and carefully.
- I can build 'thinking time' into my

- I can find specific information in simple texts I've read or that has been read to me.
- I can find information in a text about an event, character or topic.

narrative and about different topics in non - fiction.
- I can give reasons why things happen where this is directly explained in the text.
- I can locate information using contents, index, sub headings, page numbers etc.
- I can express and record my understanding of information orally, using simple graphics or in writing.

described in the narrative.

**Predicting:**
- I can predict from what I have read or had read to me how incidents, events, ideas or topics will develop or be concluded.

**Retrieval:**
- I can locate, retrieve and collect information from texts about significant or important elements or aspects. E.g. characters, events, topics.
- I can take information from diagrams, flow charts and forms where it is presented graphically.
- I can express and record my understanding of information orally, using simple graphics or in writing.

my knowledge of similar texts.
- I can make predictions and brief summaries at regular intervals when reading.
- I can think about what I've read, re-read sections of texts carefully to find 'evidence' to support my speculations and interpretation of characters and events.
- I can deduce the reasons for the way that characters behave from scenes across a short story.

**Predicting:**
- I can use information about characters to make plausible predictions about their actions.

**Retrieval:**
- I can identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or

reading, identifying questions that I want to answer.
- I can summarise my current understanding at regular intervals when reading an extended text.
- I can understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.

**Predicting:**
- I can learn to anticipate events based on my own experience, what has been read so far and knowledge of other similar texts.
- I can discuss the plausibility of my predictions and the reason for them.

**Retrieval:**
- I can establish what is known about characters, events and ideas in narrative and non-

reading, identifying questions that I want answered.
- I can summarise my current understanding at regular intervals when reading an extended text.
- I understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.

**Predicting:**
- I can make predictions, discussing the reasoning behind them, drawing on my knowledge of the world, from reading other similar texts and what I read earlier in the text.
- I can compare my predictions with the events that occurred and consider why my predictions were accurate, plausible,

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| | | | • I can pick out key sentences and phrases that convey important information.<br>• I can take information from diagrams, flow charts and forms where it is presented graphically. | fiction texts, retrieving details and examples from the text to back up my understanding or argument.<br>• I can locate information confidently and efficiently, using the full range of features of the information text being read, including information presented graphically. | or off the mark.<br><br>**Retrieval:**<br>• I can use evidence from across a text to explain events or ideas.<br>• I can identify similarities and differences between characters, places, events, objects and ideas in texts.<br>• I can retrieve information from texts and evaluate its reliability and usefulness. |
| **Range of reading** | • I can listen to and discuss a wide range of poems, stories and non-fiction texts at a level beyond that at which I can read independently.<br>• I am being encouraged to link what I read or hear read to my own experiences<br>• I am becoming familiar with key stories, fairy stories and traditional tales.<br>• I can recite poems and rhymes by heart. | • I can listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which I can read independently.<br>• I am becoming increasingly familiar with key stories, fairy stories and traditional tales.<br>• I am becoming familiar with non-fiction books and know that they are structured in | • I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.<br>• I can read books that are structured in different ways.<br>• I can read for a range of purposes.<br>• I can use dictionaries to check the meaning of words I have read.<br>• I am becoming increasingly familiar with key stories, fairy stories and traditional tales. | • I can discuss and compare texts from a wide variety of genres and writers.<br>• I can read for a range of purposes.<br>• I can identify themes and conventions in a wide range of books.<br>• I can 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 | • I can 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.<br>• I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. | • I can 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.<br>• I can recognise more complex themes in what I read (such as loss or heroism).<br>• I can explain and discuss my |

| | | | different ways. | • I can recognise different forms of poetry. E.g. free verse, narrative poetry. | numbering and headings). | • I can identify main ideas drawn from more than one paragraph and to summarise these. <br> • I can recommend texts to peers based on personal choice. | understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <br> • I can listen to guidance and feedback on the quality of my explanations and contributions to discussions and to make improvements when participating in discussions. <br> • I can distinguish independently between statements of fact and opinion, providing reasoned justifications for my views. <br> • I can compare characters, settings and themes within a text and across more than one text. |
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| **Key texts** | Oi Frog! I want my Hat back, Trip to the zoo, Australian Animals, Animal Alphabet, Gingerbread man, Denslow's Humpty Dumpty, Fire of London, | Pirates of Scurvy Sands, Oliver Twist, Stick Man, The Drum, Little Red Riding Hood, Hansel and Gretel. | Stone Age Boy, How to Wash a Wooley Mammoth, Stig of the Dump, Escape From Pompeii, The Great Kapok Tree, Up a Rainforest Tree. | Egyptian Cinderella, Julius Zebra, James and the Giant Peach, Egyptian jobs (nonfiction), How to train a dragon, A travel guide to Scandinavia. | Diary of Anne Frank, Hero on the bicycle, David Copperfield, Diamond Brothers: South by South-East. | A Christmas Carol, Holes, Scientists Who made History: Charles Darwin, The infinite lives of Maisie Day, The Borrowers, Northern Lights, The Switch. |

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| | Tales from other cultures, Penguin and Boy, Tango makes Three, Bubbles, Jolly Postman, The more it snows, The way back Home, Man on the Moon, The woods, Peace at Last, Avocado Baby, Our Body, Stanley's stick, My Bean Diary. | | | | | |
| **Expected book band** | Book band: orange or turquoise<br>Phonics book: yellow | Book band: gold or white<br>Phonics book: grey | Book band: copper | Book band: ruby | Book band: sapphire | Book band: diamond |