Hunton
C of E Primary School
Life in all its fullness - John 10:10

Progression of Skills in Reading

Decoding/ word-reading						
Devas	**Bannerman**		**Porteous**		**Borton**	
80 – 120 words I can hear and say the initial sounds in words. I can segment sounds in simple words and blend them together. I can understand which letters represent some of the sounds. I can read my name. I can read labels in my environment. **ELG** **Literacy; Word Reading:** - Say a sound for each letter in the alphabet and at least 10 digraphs - Read words consistent with their phonic knowledge by sound-blending - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	**Year 1 300-600 words** I can apply my phonic knowledge and skills for all 40+ phonemes. I can read accurately by blending sounds in unfamiliar words using the GPCs I know. I can read the common exception words for Year 1. I can read words of more than one syllables that contain the taught GPCs. I can read contractions and words containing a range of endings e.g. –es –er – ing. I can read aloud books accurately that are consistent with my phonics knowledge. I can re-read books to gain confidence with word reading and increase my reading stamina.	**Year 2 850 – 1500 words** I can continue to apply my phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is accurate and fluent. I can recognise alternative sounds for graphemes, including words of two or more syllables which contain those graphemes. I can read many common exception words for Year 2. I can read most words without overt sounding and blending when those words have been frequently encountered. I can read aloud books closely matched to my improving phonics knowledge including more sophisticated text and challenging vocabulary.	**Year 3 1500 – 2000 words** I can apply my growing knowledge of root words, prefixes and suffixes. I can read aloud and understand the meaning of new root words they meet. I can read common exception words for Year 3. I can note the unusual correspondence between spelling and sound and where these occur in the word. I can decode most new words outside my spoken vocabulary. I can make a good approximation of the word's pronunciation.	**Year 4 >2000** I can become more secure at decoding independently. I can become an independent, fluent and an enthusiastic reader.	**Year 5 >2000** I can work out any unfamiliar words by applying my growing knowledge of root prefixes and suffixes. I can identify new vocabulary, both its meaning and correct pronunciation.	**Year 6 >2000** I can apply my growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I come across. I can read a wide range of exception words, including the Y5 – 6 list and similar words which occur in the texts I read.

Progression of Skills in Reading

Literal Understanding and Retrieval						
Devas		**Bannerman**		**Porteous**		**Borton**
40-60 months I can recall key facts from a story which has been read to me. I can use visual literacy to find information from a picture. I can point to information on a page in order to locate the answer which can be found easily in the text. I can recognise and read my name. I can recognise, point to, or find and read aloud phrases I have learnt. **ELG** **Literacy; Comprehension:** - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Anticipate- where appropriate- key events in stories - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	**Year 1** I can use my growing phonic knowledge and vocabulary knowledge to recognise words and phrases to help me locate information found explicitly in the text. I can talk about the title of a text and how it relates to the events in the text. I can explain key facts about what is read to me to them from a variety of texts, including poems, non-fiction and stories.	**Year 2** I can begin to scan for key words in a text to help me locate answers. I can begin to analyse the wording of a question in order to choose what to look for. I can sometimes find answers where the question word does not match the text word. I can navigate different paragraphs of information texts by reading subheadings or using visual information. I can recognise simple recurring literacy language. I can locate and discuss favourite words and phrases. I can read (and recite) a repertoire of poems including classical poetry.	**Year 3** I can show that I am becoming to become more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is 'hidden' in the vocabulary used). I can scan for alternative synonyms or phrases. I can check the accuracy of what I am retrieving by reading around the words or phrases I find. I can locate and discuss words and phrases that I find interesting. I can ask questions which improve my understanding.	**Year 4** I can demonstrate my increasing retrieval skills, working across a wider range if text types with growing familiarity. I can work with texts of increasing length, to retrieve information across the whole text as well as at a local level. I can skim a whole text first to select which paragraph or section of text an answer may be located in. I can then scan the paragraph or section to retrieve the information I need, using the text to support my answer where necessary.	**Year 5** I can discuss my understanding and explore the meaning of words in context. I can ask questions which develop my understanding. I can retrieve key details and begin to find quotations from a whole text. I can locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases. I can understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.	**Year 6** I can maintain focus on the subject during a text discussion, using notes when necessary. I can independently locate information and provide reasoned justifications for my views. I can routinely find accurate quotations from a whole text. I can retrieve and summarise details to support opinions and predictions. I can use skimming, scanning and text-marking to support answers to questions which analysis e.g. of mood/setting/characters and to support my own viewpoint.

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		I can draw on vocabulary-knowledge to understand texts and solve problems. I can check a text makes sense as I am reading.				

Inferential Reading Skills

Devas	Bannerman		Porteous		Borton	
40-60 months I can begin to understand the feelings of characters in a text I have listened to when the text does not explicitly say so. I can use pictures in a text to give clues to understand feelings in a text. I can feel the mood of a setting in a text e.g. a scary forest or a funny event. I can guess what will happen next in a text.	**Year 1** I can discuss the significance of the title and events within a text. I can make simple inferences when a text is read to me. I can predict what will happen next in a sequenced story based on what has been read so far. I can begin to explain my understanding of a text that is read to me that is beyond that which is explicitly stated. I can discuss word meanings, linking new meaning to those already known. I can draw on what I already know or on background information	**Year 2** I can make some inferences, answering 'how' and 'why' questions which may reach beyond the text. I can guess feelings of characters and the reasons for these feelings. I can predict what might happen next, on the basis of what I have read so far. 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. I can discuss and clarify the meanings of words,	**Year 3** I can with support, identify themes across a text. I can draw inferences such as characters' feelings, thoughts and motives for their actions. I can begin to justify my inferences by locating textual evidence. I can predict what might happen next from implied details and or from other stories they know. I can use dictionaries to check the meaning of new vocabulary. I can, with support, talk about what words mean in context.	**Year 4** I can with growing confidence, gather experiences from text. I can identify themes across text. I can draw inferences such as inferring characters' feelings, thoughts and motives for their actions. I can justify my inferences with textual evidence. I can predict what might happen from implied details. I can use dictionaries with growing independence, to define new vocabulary.	**Year 5** I can draw inferences independently, often justifying with textual evidence. I can make predictions form implied details, both before and after events. I can identify and discuss themes across a wide-range of texts, both fiction, non-narrative and poetry. I can summarise main ideas in a text. I can make comparisons within and across texts, referring to both reference points. I can discuss and explore the precise	**Year 6** I can with confidence, fluency and independence draw hidden inferences, justifying with textual evidence, including quotations which illustrate. I can make reasoned predictions from implied details. I can identify and discuss themes across a wide range of texts. I can summarise main ideas across whole text, noting developments e.g. of a character or relationship. I can make comparisons within and across texts, using evaluating skills.

Progression of Skills in Reading

	and vocabulary provided by the teacher.	linking new meanings to known vocabulary.		I can discuss and explain words and phrases to explore meanings in context.	meaning of words and phrases in context.	I can work out the nuanced meaning of words and phrases in context.

Response to Text

Devas	Bannerman		Porteous		Borton	
40-60 months I can show pleasure in stories and being read to. I can show an enjoyment of sharing poems and rhymes together. I can sometimes look at a book out of choice. I can begin to have favourite texts which I ask for repeatedly. I can pick a favourite character or a favourite story. I can begin to say why I like a character/story. I can sometimes read a familiar text aloud to myself, remembering the words that I have heard. I can say how the pictures relate to the story. I can point to parts of the text in answer to question.	**Year 1** I can listen to, share and discuss a wide range of high-quality books (poetry/picture books/ stories/ information texts) which are beyond those they can read by myself. I can listen to new words in texts read aloud, which broaden my vocabulary. I can talk about words that I know or like. I can participate in discussions about the text, taking turns and listening to others. I can draw links between the text and some of my own experiences.	**Year 2** I can develop my pleasure in reading by listening to, discussing and expressing views about a wide range of texts at a level beyond my independent reading ability. I can participate in discussions about texts that have been read to me and those that I read for myself, taking turns and listening to others. I can discuss the sequence of events in stories; retell these events orally, once the story has become familiar. I can talk about how different items of	**Year 3** I can demonstrate positive attitudes to reading and understanding of what I have read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books. I can participate in discussion about texts, sometimes listening to others. I can increase my familiarity with texts including fairy stories, myths and legends. I can retell some of these orally and discuss words and phrases that capture my interest.	**Year 4** I can display positive attitudes towards reading, by listening to and discussing wide range of fiction, poetry, plays, non-fiction and reference/text books. I can develop my familiarity with texts including myths and legends; and can retell some of these orally. I can show an increasing awareness of authorial choice and I can discuss words and phrases that capture my interest. I can identify how language, paragraph structure and layout contribute to meaning.	**Year 5** I can extend my familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures. I can participate in discussions, where I build on my own and other's ideas. I can maintain positive attitudes to reading texts structured in different ways for a range of purposes. I can make comparisons within and across texts during supported discussions.	**Year 6** I can confidently, with familiarity participate in discussions about books that have been read to me and those that I have read independently, building in my own and others' ideas and challenging others' views courteously. I can discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader. I can identify and talk about figurative language and its impact. I can distinguish between fact and opinion.

Progression of Skills in Reading

	I can begin to understand ways to find information in non-fiction texts. I can discuss the significance of the title or events. I can begin to express reasons for preference.	information in non-fiction texts are related. I can recognise simple recurring literary language e.g. once, long ago; far, far away. I can clarify the meaning of words, linking new meanings to known vocabulary; discuss favourite words/phrases.	I can begin to identify how language structure and presentation contribute to meaning. I can express preferences for text type.	I can, with guidance, distinguish between fact and opinion. I can discuss and evaluate how authors use language, considering the impact on the reader. I can begin to understand figurative language e.g. a metaphor, personification,	I can explain and discuss my understanding of what I have read, by expressing my point of view and providing a reasoned justification for these views.

Fluency and Phrasing

Devas	Bannerman		Porteous		Borton	
Reception – 25 wpm I can recognise and read my name automatically. I can join in with a refrain during group recitation. I can recite some familiar rhymes and songs by hear. I can recite rhymes to a given rhythm, perhaps marching or clapping to the beat. I can sing the alphabet with support. I can begin to read words and simple sentences, showing understanding by the way that I say it. I can sight read familiar labels and words in the environment.	**Year 1 – 70 wpm** I can recite some familiar complete rhymes and songs by heart. I can use body percussion or instruments to hold the beat. I can recognise and join in with predictable phrases. I can read on sight common exception words for Y1. I can say or sing the alphabet in sequence.	**Year 2 - 90wpm** I can apply my phonemic knowledge and skills, until automatic decoding has become embedded and my reading is fluent. I can read unfamiliar words containing all common graphemes, accurately and without hesitation, by sounding them out in books. I can recite familiar poems by heart. I can read many Y2 common exception	**Year 3 – 110 wpm** I can recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency. I can read age-appropriate books accurately and at a speed that is sufficient for me to focus on understanding, rather than on decoding individual words. I can read new words outside of my spoken vocabulary, making a	**Year 4 - 140 wpm** I can read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words. I can sight-read a wide range of exception words (Y3-4 list and similar) I can, with support, notice where commas creating phrasing within sentences.	**Year 5 - 150 wpm** I can read aloud a wider range of age-appropriate poetry and other texts with accuracy and at reasonable speaking pace. I can read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity. I can prepare readings using appropriate intonation to show my understanding.	**Year 6 - 150-200+ wpm** I can read age appropriate texts fluently and with confidence. I can learn and recite a wider range of poetry, sometimes by heart. I can read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

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Progression of Skills in Reading

I can recognise and independently read some common exception words with automaticity.	I can sound and blend unfamiliar printed words quickly and accurately using my phonemic knowledge and skills. I can read aloud, checking that it 'sounds right' and that the text makes sense to me. I can, with support, notice sentence punctuation. I can re-read favourite books to myself, to gain confidence with words reading and fluency.	words automatically by sight. I can read most words quickly and accurately when they have been frequently encountered. I can check that the text makes sense to me as I read and can correct inaccurate reading. I can use expression appropriately to support the meaning of sentences, including those with subordination.	good guess at pronunciation. I can speak audibly and with growing fluency when reading aloud. I can read on sight all Y2 common exception words and some further exception words for Y3-4. I can gradually internalise the reading process to read silently.	I can read with expression, using the pronunciation to support meaning, including multi-clause sentences. I can recite whole poems with growing awareness of the listener. I can read independently, with fluency and enthusiasm (once I am secure with decoding).	I can notice more sophisticated punctuation e.g. of parenthesis, and use expression accordingly. I can read silently and then discuss what I have read. I can sight read all Y3-4 exception words and some Y5-6 words (and similar) with automaticity.	I can notice and respond to punctuation and phrasing when reading aloud. I can gain, maintain and monitor the interest of the listener. I can automatically read a wide range of exception words, including the Y5-6 list and similar words which occur in texts.