



English Reading Progression

Nursery readers	Reception readers
<ul style="list-style-type: none">• I have my favourite stories, rhymes, songs, poems or jingles• I can repeat words or phrases from familiar stories• I can fill the missing words or phrase in a known rhyme, story or game• I enjoy rhyming and rhythmic activities• I show awareness of rhyme and alliteration• I listen to and join in with stories and poems, one-to-one and also in small groups• I am beginning to be aware of the way stories are structured and suggests how the story might end.	<p>Word Reading</p> <ul style="list-style-type: none">• I can read individual letters by saying the sounds for them.• I can blend sounds into words, so that I can read short words made up of known letter – sound correspondences.• I can read some letter groups that each represent one sound and say sounds for them.• I can read a few common exception words matched to the school’s phonic programme.(Read Write Inc.)• I can read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• I can re-read books to build up my confidence in word reading, fluency and my understanding and enjoyment.• 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. <p>Comprehension</p> <ul style="list-style-type: none">• I can re-read what I have written to check that it makes sense.• I can 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 – 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.
Year 1 readers	Year 2 readers
<ul style="list-style-type: none">• I can blend sounds in unfamiliar words using the letters that represent sounds that I have been taught.• I can respond speedily, giving the correct sound to can letters or groups of letters for all of the 40+ sounds.• I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.• I can read words containing taught GPCs.	<ul style="list-style-type: none">• I can read accurately most words of two or more syllables• I can read most words containing common suffixes• I can read most common exception words• I can read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts• I can sound out most unfamiliar words accurately, without undue hesitation



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- I can read words containing -s, -es, -ing, -ed and -est endings.
- I can read words with contractions (for example, I'm, I'll, we'll).
- I can read texts that are consistent with my developing phonic knowledge accurately that do not require me to use other strategies to work out words.
- I can re-read texts to build up fluency and confidence in word reading.
- I can continue to demonstrate a pleasure in reading and a motivation to read.
- I can link what I have read or hear read to my own experiences.
- I can listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently.
- I can retell familiar stories in increasing detail.
- I can recite simple poems by heart

- I can check a familiar text, which I can read accurately and fluently, makes sense to me
- I can answer questions and make some inferences on the basis of what is being said and done in a familiar text
- I can make inferences on the basis of what is said and done in a text I can read
- I can predict what might happen on the basis of what has been read so far in a text I can read

Greater depth readers

- I can make inferences on the basis of what is said and done in a text I can read independently
- I can predict what might happen on the basis of what has been read so far in a text I can read independently
- I can make links between the text they are reading and other texts I have read (in texts that I can read independently)

Year 3 readers

- I can use my knowledge of prefixes and suffixes to tell you the meaning of new words.
- I can read words that I have never seen before using my sounds and spelling rules.
- I can discuss how different stories are structured.
- I can read a range of different types of stories and non-fiction texts.
- I can use a dictionary to check the meaning of new words.
- I can tell you about lots of different stories I have read.
- I can retell you a story that I have read before out loud.
- I can tell you about the theme of some books.
- I can prepare a poem to read out aloud and also to perform
- I can identify different forms of poetry.
- I can prepare a play script to read out aloud and also to perform.
- I can ask questions to help me understand a text.
- I can check that what I am reading makes sense to me and explain what I am reading.

Year 4 readers

- I can explain the meaning of new words using my knowledge of root words, prefixes and suffixes.
- I can use my sounds and knowledge of spelling rules read words that I have never seen before.
- I can discuss how different stories are structured.
- I can read a wide range of different types of fiction and non-fiction texts which are appropriate for my age.
- I can independently use a dictionary to check the meaning of new words I come across in my reading.
- I can confidently discuss lots of different stories I have previously read.
- I can retell a story that I have read before out loud in the correct order.
- I can describe the theme of some books.
- I can prepare a play script to read out aloud and also to perform.
- I can prepare a poem to read out aloud and also to perform.
- I can consistently ask questions to help me understand a text.
- I can always check that what I am reading makes sense to me and explain what I am reading.



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- I can infer information about the feelings, thoughts and motives of characters from what I am reading.
- I can predict what might happen from details stated and implied.
- I can summarise the main ideas in a text of more than one paragraph.
- I can tell you how the language, structure and presentation add to the meaning of a text.

Greater Depth Readers

- I can identify words and phrases that interest, inspire and intrigue me, explaining why.
- I can draw inferences from my independent reading, justifying my opinions with evidence from the text.
- I can explain how the same word can have different meanings in different contexts.
- I can monitor my reading and almost always self-correct when I misread.

- I can infer information about the feelings, thoughts and motives of characters from what I am reading and share this in a group.
- I can accurately predict and discuss what might happen from details stated and implied.
- I can consistently and confidently summarise the main ideas in a text of more than one paragraph.
- I can discuss how the language, structure and presentation add to the meaning of a text which is appropriate for my age.
- Join in with classroom discussions.
- I can retrieve and record information from non-fiction.

Greater Depth Readers

- I can read a range of exception words with appropriate pronunciation.
- I can compare books that are structured differently and give my opinions about how effectively they meet their purpose.
- I can perform plays and poems varying my intonation, tone and volume as appropriate.
- I can independently read between the lines to predict what might happen next, identifying the clues that the author has planted for the reader.
- I can independently show how distinctive language, structural and presentational features can help the reader draw meaning from the text.



English Reading Progression

Year 5 readers	Year 6 readers
<ul style="list-style-type: none">• I can understand the meaning of new words and apply my growing knowledge of root words, prefixes and suffixes.• I can read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• I can familiarise myself 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.• I can identify themes (love, friendship, hatred, envy, greed, guilt etc.) in and across a wide range of writing.• I can participate in discussions about books that I have read, taking turns and listening to what others say.• I can build on others' ideas and challenge others opinions appropriately during discussions.• I can provide reasoned justifications for my views.• I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.• I can share opinions and recommend books to peers/adults, giving reasons for my choices• I can make comparisons within and across books.• I can identify figurative language within texts and suggests why the author has chosen to use this language, and the impact it has on the reader.• I can infer characters' feelings, thoughts and motives from their actions, and justify inferences with evidence from the text.• I can predict what might happen next from details stated and implied• I can summarise the main ideas, identifying key events and points.• I can identify how language and structure contribute to meaning.• I can distinguish between facts and opinions.	<ul style="list-style-type: none">• I can read age-appropriate texts with confidence and fluency• I can read aloud with intonation that shows understanding• I can apply knowledge of root words, prefixes and suffixes to help understand and pronounce new words• I can work out the meaning of words from the context• I can explain and discuss understanding of what has been read, drawing inferences and justifying these with evidence• I can predict what might happen from details stated and implied• I can retrieve information from non-fiction• I can distinguish opinions and assertions from facts, questioning what has been read• I can summarise main ideas, identifying key details and using quotations for illustration• I can infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence from the text• I can evaluate how authors use language, including figurative language, considering the impact on the reader• I can make comparisons within and across books.• I can identify, name and describe different genres and their features• I can build on ideas and challenge other's opinions, offering coherent evidence to support and justify a differing viewpoint (PEE)• I can identify themes across a wider range of reading• I can identify how language and structure contribute to the meaning of the text• I can show a clear awareness of the level of detail required for a question and respond appropriately• I can show a good awareness of time when completing a comprehension test and ensure all answers are addressed in the time allocated