



Reading Progression Y2-Y6

	Year 2	Year 3	Year 4	Year 5	Year 6
1) Enjoying my reading	<p>I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction.</p> <p>I choose to read different books and enjoy sharing them.</p>	<p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can discuss books written by a familiar author.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p>	<p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can talk about books by a familiar author and explain why I like or dislike them.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p>	<p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) for read for a range of purposes.</p> <p>I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction for our literary heritage and books from other cultures and traditions.</p> <p>I can select and read books written by a favourite author. I can recommend and comment positively on texts that I have read.</p>	<p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) for read for a range of purposes.</p> <p>I can read a wide range of books including myths, legends and traditional stores, modern fiction, fiction for our literary heritage and books from other cultures and traditions.</p> <p>I can select and read books written by a favourite author. I can recommend authors and texts to others and give reasons for my choices.</p>
2) Reading words	<p>I can read fluently and use phonics to decode and blend unfamiliar words.</p>	<p>I can use my knowledge of decoding to read unfamiliar words, including further exception words.</p>	<p>I can use my knowledge of decoding to read unfamiliar words.</p>	<p>I can use my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.</p>	<p>I can confidently use my knowledge of root words, prefixes and suffixes to</p>

	<p>I can read tricky words and words with two or more syllables.</p> <p>I can check that the text makes sense as I read and make corrections.</p> <p>I can identify and read words with common suffixes and common exception words.</p>	<p>I can apply my knowledge of root words, prefixes and suffixes to understand new words as listed in English Appendix 1.</p>	<p>I can apply my knowledge of root words, prefixes and suffixes to understand new words.</p>	<p>I can read and pronounce unfamiliar words using my knowledge of letter strings.</p> <p>I can read around unfamiliar words to help me understand their meaning.</p>	<p>understand the meaning of unfamiliar words.</p> <p>I can read and pronounce unfamiliar words using my knowledge of letter strings.</p> <p>I can read around unfamiliar words to help me understand their meaning.</p>
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3) Exploring language	<p>I can find out what a new word means.</p> <p>I can talk about my favourite words and phrases.</p> <p>I can begin to use dictionaries to check the meaning of words I have read with support.</p>	<p>I can use dictionaries to check the meaning of words I have read with support.</p> <p>I can discuss words and phrases that capture the reader's interest and imagination.</p> <p>I can check a text makes sense using an understanding of the words in context.</p>	<p>I can confidently use dictionaries to check the meaning of words I have read.</p> <p>I can check a text makes sense using an understanding of the words in context and explain it.</p> <p>I can discuss words and phrases that capture the reader's interest and imagination.</p>	<p>I can begin to use evidence to explain how authors' use of language impacts on the reader.</p> <p>I can evaluate the impact of figurative language on the reader.</p> <p>I can distinguish between statements of fact and opinion.</p> <p>I can understand, explore and explain the meaning of words in context with guidance.</p>	<p>I can understand, explore and explain the meaning of words in context.</p> <p>I can discuss vocabulary and phrases chosen by authors.</p> <p>I can use evidence to explain how authors' use of language impacts on the reader.</p>
4) Recounting and summarising	<p>I can retell a range of stories, traditional tales and fairy stories.</p>	<p>I can identify and summarise main ideas in a text.</p> <p>I can retell a wider range of stories orally. E.g. fairy stories, myths and legends</p> <p>I can use a range of graphic organisers to enhance my comprehension of a text.</p>	<p>I can identify the main ideas from the text and summarise them in my own words.</p> <p>I can retell a wide range of stories orally.</p> <p>I can use a range of graphic organisers to enhance my comprehension of a text.</p>	<p>I can deliver a formal presentation about texts I have read.</p> <p>I can summarise key points from paragraphs.</p> <p>I can link my paragraph summaries to main ideas.</p>	<p>I can deliver a formal presentation about key details and themes in a text I have read.</p> <p>I can summarise main ideas from more than one paragraph.</p>

5) Making inferences	<p>I can find clues in what has been said and done.</p> <p>I can make predictions based on clues from the text.</p>	<p>I can infer a character's feelings, thoughts and motives through their actions.</p> <p>I can justify inferences with evidence.</p> <p>I can make predictions based on details from the text.</p>	<p>I can infer the characters' feelings, thoughts and motives through their actions.</p> <p>I can justify inferences with evidence.</p> <p>I can make predictions based on details from the text and my own experiences.</p>	<p>I can draw inferences from the text about characters' feelings, thoughts and motives through their actions.</p> <p>I can use evidence from the text to support my decisions.</p> <p>I can make predictions from what is stated and what is implied.</p>	<p>I can draw inferences from the text about characters' feelings, thoughts and motives through their actions.</p> <p>I can use evidence from the text to support my decisions.</p> <p>I can make predictions from what is stated and what is implied.</p>
6) How do writers make you feel?	<p>I can give my opinion about a story, poem or non-fiction text.</p>	<p>I can give my opinion on a story, poem or non-fiction text.</p> <p>I can begin to justify my opinion about a text.</p>	<p>I can draw on experiences from texts.</p> <p>I can give my opinion on similar themes and characters across texts.</p>	<p>I can discuss and evaluate how authors use language for effect.</p> <p>I can give reasons to justify my views</p>	<p>I can discuss and evaluate how authors use language for effect including figurative language.</p> <p>I can participate in discussions about books and build on my own and others' ideas.</p> <p>I can challenge views courteously.</p>

<p>7) Comparing with my other reading</p>	<p>I can discuss and share my opinions about different texts.</p> <p>I can recognise words that are used across different stories and poems.</p>	<p>I can compare texts that are structured in different ways.</p> <p>I can compare books by the same and different authors.</p>	<p>I can use evidence to justify my opinions when comparing.</p> <p>I can identify themes and conventions used by different authors.</p> <p>I can compare texts that are structured in different ways.</p>	<p>I can compare themes and conventions across a wide range of genres.</p> <p>I can give reasoned opinions for my views when comparing within and across texts.</p>	<p>I can compare themes and conventions across a breadth of texts.</p> <p>I can give reasoned justifications for my views across a breadth of texts.</p>
<p>8) Learning by heart</p>	<p>I can learn and recite poetry with appropriate intonation.</p>	<p>I can prepare poems to read aloud and perform using intonation and visual expression.</p>	<p>I can prepare poems and play scripts to read aloud and perform, showing my understanding through tone, volume and action.</p>	<p>I can learn a range of poems off by heart to perform to an audience.</p> <p>I can perform poems and plays showing a good level of intonation, tone and volume when I speak.</p>	<p>I can use conventions to learn poems and plays off by heart.</p> <p>I can suitably perform a range of poems and plays for different audiences.</p> <p>I can select appropriate intonation, tone and volume so that the meaning is clear to an audience.</p>
<p>9) Identifying features and conventions of texts</p>	<p>I can identify a sequence of events in a book.</p> <p>I can identify and use the structure of non-fiction books.</p>	<p>I can identify common themes in a wide range of books.</p> <p>I can recognise different forms of poetry.</p> <p>I can use the structure of a non-fiction book to retrieve information.</p>	<p>I can identify themes and conventions in a wide range of books.</p> <p>I can recognise different forms of poetry (narrative and free verse).</p> <p>I can understand how language, structure and presentation adds meaning to the text.</p>	<p>I can understand the features of different texts.</p> <p>I can comment on why texts have been structured in different ways.</p> <p>I can retrieve, record and present information from non-fiction texts.</p>	<p>I can confidently comment on the structure and layout of a text.</p> <p>I can compare structures of different texts and comment on their effectiveness.</p> <p>I can identify how the structure of texts supports and guides the reader.</p>

			I can use the structure of a non-fiction book to retrieve and record information.		
10) Talking about my reading	<p>I can talk about books and poems that are read to me.</p> <p>I can talk about books and poems that I have read.</p> <p>I can ask and answer questions about my reading.</p>	<p>I can participate in discussion about books that are read to me.</p> <p>I can participate in discussion about books that I have read myself.</p> <p>I can ask questions about a text to improve my understanding.</p>	<p>I can ask questions to enhance my understanding of the text.</p> <p>I can make predictions from details in the text from what is implied.</p> <p>I can respectfully challenge others' views and ideas.</p>	<p>I can build on my own and others' ideas in discussions.</p> <p>I can give justifications to support my views.</p> <p>I can build on my own and others' ideas and challenge views courteously.</p>	<p>I can participate in discussions about books I am reading or books I have read with clarity.</p> <p>I can explain and discuss my understanding of what I have read through formal presentations and debates.</p> <p>I can use technical and other terms for discussing what I read and hear eg) metaphor, analogy, imagery, style and effect.</p>