



Learning Progression for Reading

"You are young, you are precious, you are loved."

St John Bosco



	Early Years		Key Stage 1		Key Stage 2			
	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<i>Communication and Language Literacy</i>							
Reading: Word Reading <i>understand apply read</i>	<ul style="list-style-type: none"> I understand that print has meaning. I understand that print can have different purposes. I understand that we read English text from left to right and from top to bottom. I understand the names of the different parts of a book. I understand page sequencing. I am developing a phonological awareness so I can count or clap syllables in a word. I am developing a phonological awareness so that I can recognize words with the same initial sound, such as 'money' and 'mother.' 	<ul style="list-style-type: none"> I can read individual letters by saying sounds for them. I can blend sounds into words, so that they can read short words made up of known letter-sound correspondences. I can read some letter groups that each represent one sound and say the sounds for them. I can read some common exception words matched to phonics program (LWLS). 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 read aloud simple sentences and books that are consistent with my phonic knowledge, including some common exception words (ELG). I can read words consistent with my phonic knowledge by sound-blending (ELG). I can say a sound for each letter in the alphabet and at least 10 digraphs (ELG). 	<ul style="list-style-type: none"> I can apply phonic knowledge and skills as the route to decode words. I can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. I can read many common exception words. I can read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. I can read other words of more than one syllable that contain taught GPCs. I can read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). I can read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending. I can read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of 	<ul style="list-style-type: none"> I can continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and my reading is fluent. I can read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes. I can recognise alternative sounds for graphemes. I can accurately read words of two or more syllables that contain graphemes taught so far. I can read words containing common suffixes. I can read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. I can read words in age-appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow me to focus on understanding rather than decoding. I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words 	<ul style="list-style-type: none"> I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words I meet (to include dis-, mis-, in-, il-, im-, ir-, -ly, with reference to National Curriculum English Appendix 1). I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. (With reference to National Curriculum spelling English Appendix 1). 	<ul style="list-style-type: none"> I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words I meet (to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous). I can read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> I can read aloud and understand the meaning of new words that I meet linked to the expectations of Year 5 spelling (National Curriculum Spelling Year 5 and 6) 	<ul style="list-style-type: none"> I can read aloud and understand the meaning of new words that I meet linked to the expectations of Year 6 spelling (National Curriculum Spelling Year 5 and 6).

			<p>other strategies to work out words.</p> <ul style="list-style-type: none"> I can re-read phonically decodable books to build up fluency and confidence in word reading. 	<p>accurately, automatically and without undue hesitation.</p> <ul style="list-style-type: none"> I can re-read books, sounding out unfamiliar words accurately, to build up my fluency and confidence in word reading. 				
<p>Reading: Comprehension</p> <p><i>engage</i> <i>re-read</i> <i>anticipate</i> <i>use</i> <i>understand</i> <i>listen</i> <i>compare</i> <i>predict</i> <i>check</i> <i>summarise</i> <i>discuss</i> <i>participate</i> <i>provide</i></p>	<ul style="list-style-type: none"> I can engage in extended conversations about stories, learning new vocabulary. I can listen to longer stories and answer questions immediately afterwards 	<ul style="list-style-type: none"> I can re-read books to build up my confidence in word reading, my fluency and my understanding and enjoyment. I can anticipate, where appropriate, key events in stories (ELG). I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary (ELG). I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (ELG). 	<p><i>I am developing pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. being encouraged to link what is read or heard to my own experiences. becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. by joining in with predictable phrases. learning to appreciate rhymes and poems, and to recite some by heart. discussing word meanings, linking new meanings to those already known. <p><i>I understand both the books I can already read accurately and fluently and those I listen to by:</i></p> <ul style="list-style-type: none"> drawing on what is already known or on background information and vocabulary provided by the teacher. checking that the text makes sense as I read and correcting inaccurate reading. discussing the significance of the title and events. 	<p><i>I am developing pleasure in reading, motivation to read, vocabulary and understanding by:</i></p> <ul style="list-style-type: none"> listening to, discussing and expressing my 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. discussing the sequence of events in books and how items of information are related. becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. recognising simple recurring literary language in stories and poetry. discussing and clarifying the meanings of words, linking new meanings to known vocabulary. discussing my favourite words and phrases. continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p><i>I understand both the books that I can already read accurately and fluently and those that I listen to by:</i></p> <ul style="list-style-type: none"> drawing on what I already know or on 	<p><i>I can maintain positive attitudes to reading and understanding of what I read by:</i></p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays and non-fiction. reading books that are structured in different ways. increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and I can retell some of these orally. identifying themes in books. reading aloud poems and perform play scripts. discussing words that capture the reader's interest and imagination. <p><i>I understand what I read independently by:</i></p> <ul style="list-style-type: none"> checking that the text makes sense to me and discussing my understanding of words. asking questions to improve my understanding of a text. drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	<p><i>I can maintain positive attitudes to reading and understanding of what I read by:</i></p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. reading for a range of purposes. using dictionaries to check the meaning of words that I have read. reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. discussing words and phrases that capture the reader's interest and imagination. recognising some different forms of poetry e.g. free verse, narrative poetry. identifying themes and conventions in a wide range of books. <p><i>I understand what I read independently by:</i></p> <ul style="list-style-type: none"> checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. asking questions to improve my understanding of texts with increasing complexity. drawing inferences, such as inferring characters' feelings, 	<p><i>I can maintain positive attitudes to reading and understanding of what I read by:</i></p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. increasing my familiarity 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. recommending books that I have read to my peers. identifying and discussing themes and conventions in writing. making comparisons within a book. preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. <p><i>I understand what I read by:</i></p> <ul style="list-style-type: none"> checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. asking questions to improve my 	<p><i>I can maintain positive attitudes to reading and understanding of what I read by:</i></p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes. increasing my familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions. identifying and discussing themes and conventions in and across a wide range of writing. making comparisons within and across books. learning a wider range of poetry by heart. <p><i>I understand what I read by:</i></p> <ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. identifying how language, structure and presentation contribute to meaning. <ul style="list-style-type: none"> I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can participate in discussions about books that are read to me and those that can be read for myself building on my own and others' ideas and challenging views courteously and with clear reasoning.

			<ul style="list-style-type: none"> making inferences on the basis of what is being said and done. by predicting what might happen on the basis of what has been read so far. I can participate in discussion about what is read to me taking turns and listening to what others say. I can explain clearly my understanding of what is read to me. 	<ul style="list-style-type: none"> background information and vocabulary provided by the teacher. checking that the text makes sense to me as I read and correct inaccurate reading. answering questions and making inferences on the basis of what is being said and done. answering and asking questions and making links. predicting what might happen on the basis of what has been read so far. I can make inferences on the basis of what is said and done in a book I am reading independently. I can participate in discussions about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say. I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself. I can explain what has happened so far in what I have read. 	<ul style="list-style-type: none"> predicting what might happen from details stated. identifying main ideas drawn from within one paragraph and summarise these. identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. identifying main ideas drawn from within one paragraph and summarise these. identifying how language, structure, and presentation contribute to meaning, including the use of paragraphs, headings, sub-headings and inverted commas to punctuate speech. I can retrieve and record information from non-fiction. I can participate in reasoned discussion about books, poems and other materials that are read to me and those I can read for myself taking turns and listening to what others say. 	<p>thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</p> <ul style="list-style-type: none"> predicting what might happen from details stated and implied. identifying main ideas drawn from more than one paragraph and summarise these. identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. I can retrieve and record information from non-fiction over a wide range of subjects. I can participate in clear reasoned discussion about books, poems and other materials that are read to me and those I can read for myself taking turns and listening to what others say. 	<p>understanding of complex texts.</p> <ul style="list-style-type: none"> drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. predicting what might happen from details stated and implied. I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. I can distinguish between statements of fact and opinion. I can retrieve, record and present information from non-fiction. I can participate in discussions about books that are read to me and those that can be read for myself, building on my own and others' ideas and challenging views courteously. 	<ul style="list-style-type: none"> I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. I can provide reasoned justifications for my views. I can read age-appropriate books, including whole novels, with confidence and fluency.
<p>Reading: Spoken Language</p> <p><i>ask</i> <i>retell</i> <i>listen</i> <i>discuss</i> <i>recite</i> <i>continue</i> <i>prepare</i></p>	<ul style="list-style-type: none"> I am developing a range of vocabulary related to familiar stories. I know many rhymes and can talk about familiar books. I can retell a story. I can talk about the setting, characters and the structure of the story. 	<ul style="list-style-type: none"> I can ask questions to find out more information about stories and to check that I understand what has been read to me I can retell a story that I am deeply familiar with using words as exact repetition or using my own words. 	<ul style="list-style-type: none"> I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. I can discuss the significance of the title and events. I can recite some poems and rhymes by heart. 	<ul style="list-style-type: none"> I can listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which I can read independently. I can discuss the sequence of events in books and how items of information are related. 	<ul style="list-style-type: none"> I can listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> I can listen to, read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. I can prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume. 	<ul style="list-style-type: none"> I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. I can discuss and evaluate how authors use language, including complex figurative

				<ul style="list-style-type: none"> • I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • I can discuss my favourite words and phrases. • I can answer and ask questions. • I can participate in discussions about books, poems and other works that are read to me and those that can be read for myself taking turns and listening to what others say. • I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that are read for myself. 	<ul style="list-style-type: none"> • I can discuss words and phrases that capture the reader's interest and imagination. • I can ask questions to improve my understanding of a text. • I can participate in discussions about books that are read to me and those that can be read for myself, taking turns and listening to what others say. • I can compose and rehearse sentences orally (including dialogue), progressively building a varied vocabulary and an increasing range of sentence structures. 	<ul style="list-style-type: none"> • I can discuss words and increasingly complex phrases that capture the reader's interest and imagination. • I can ask reasoned questions to improve my understanding of a text. • I can participate in a considered discussion about books that are read to me and those that can be read for myself, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • I can ask questions to improve my understanding. • I can participate in discussions about books that are read to me and those that can be read for myself building on my own and others' ideas and challenging views courteously. • I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. 	<p>language, considering the impact on the reader.</p> <ul style="list-style-type: none"> • I can ask specific reasoned questions to improve my understanding. • I can participate in discussions about books that are read to me and those that can be read for myself building on my own and others' ideas and challenging views courteously and with clear reasoning. • I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.
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