



## Progression within reading at West Rainton Primary School

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>I can:</p> <ul style="list-style-type: none"> <li>*apply phonic knowledge to decode words.</li> <li>*speedily read all 40+ letters and 40+ phonemes.</li> <li>*read accurately by blending taught GPC.</li> <li>*read common exception words.</li> <li>read common suffixes, e.g. -ing, -ed etc</li> <li>*read words with multiple syllables</li> <li>*read contractions and understand use of apostrophes</li> <li>*read aloud phonically decodable texts.</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>*secure my phonic decoding until my reading is fluent</li> <li>*read accurately by blending, including different graphemes for the same phones</li> <li>read multisyllabic words containing these graphemes</li> <li>*read common suffixes securely</li> <li>*read exception words, noting unusual correspondence</li> <li>*read most words quickly and accurately without overt sounding and blending</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>*apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that I meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>*apply my growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of increasingly difficult new words that I meet</li> <li>*read further exception words, noting and commenting on the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>*apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to</li> <li>*understand the meaning of new words that I meet</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>*apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet, with confidence</li> </ul>
Range of reading	<p>I can:</p> <ul style="list-style-type: none"> <li>*listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>link, with encouragement what I read or hear read to my own experiences</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>*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</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>*listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>*listen to and discuss, with growing confidence, a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>*continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes</li> </ul>	<p>I can:</p> <ul style="list-style-type: none"> <li>*continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes make</li> </ul>

					make comparisons within and across books	well worded comparisons within and across books
<b>Familiarities with texts</b>	I can: *show that I am familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognise and join in with predictable phrases	I can: *show that I am increasingly familiar with and retelling a wider range of stories, moving forward from traditional tales *recognise simple recurring literary language in stories and poetry	I can: *show that I am increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identify themes and conventions in a wide range of books	I can: *show that I am increasingly familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identify themes and conventions in a wide range of books, and discuss them.	I can: *show that I am increasingly familiar 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 identify and discuss themes and conventions in and across a wide range of writing	
<b>Word meaning</b>	I can: *discuss word meanings, linking new meanings to those already known	I can: *discuss and clarify the meanings of words, linking new meanings to known vocabulary discuss my favourite words and phrases	I can: *use dictionaries to check the meaning of words that I have read.			
<b>Poetry &amp; performance</b>	I can: *appreciate rhymes and poems, and to recite some by heart	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: *prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognise some different forms of poetry	I can: *prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognise some different forms of poetry and discuss them.	I can: *learn a wider range of poetry by heart 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	
<b>Understanding</b>	I can: *draw on what I already know or on background information and vocabulary provided by the teacher *check that the text makes sense to me as I read and correct inaccurate reading	I can: *discuss the sequence of events in books and how items of information are related *draw on what I already know or on background information and vocabulary provided by	I can: *check that the text makes sense to me, discussing my understanding and explain the meaning of words in context *ask questions to improve my	I can: *check that the text makes sense to me, discussing my understanding and explain the meaning of words in context	I can: *check that the book makes sense to me, discuss my understanding and explore the meaning of words in context *ask questions to improve my understanding summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	

		the teacher check that the text makes sense to me as I read and correct inaccurate reading	understanding of a text *identify main ideas drawn from more than one paragraph and summarise these	*ask questions to improve my understanding of a text *identify main ideas drawn from more than one paragraph and summarise these		
<b>Inference</b>	I can: *discuss the significance of the title and events *make inferences on the basis of what is being said and done	I can *make inferences on the basis of what is being said and done answer and ask questions	I can: *draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with some evidence	I can: *draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with more detailed evidence	I can: *draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with more detailed and thoughtful evidence	
<b>Prediction</b>	I can: *predict what might happen on the basis of what has been read so far with some detail	I can: *predict what might happen on the basis of what has been read so far with more detail	I can: *predict what might happen from details stated and implied	I can: *predict what might happen from details stated and implied, with a greater understanding of likelihood	I can: *predict what might happen from details stated and implied, with a greater understanding of likelihood	I can: *predict in detail what might happen from details stated and implied, with a greater understanding of likelihood
<b>Authorial intent</b>			I can: *discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	I can: *discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	I can: *begin to identify how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	I can: *identify how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<b>Non-fiction</b>		I can: *be introduced to non-fiction books that are structured in different ways	I can: *retrieve and record information from non-fiction	I can: *retrieve and record information from non-fiction , including online information	I can: *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	I can: *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction *assess the accuracy of a piece of online text

<p><b>Discussion of reading</b></p>	<p>I can:          *participate in discussion about what is read to me, take turns and listen to what others say          *explain clearly my understanding of what is read to me</p>	<p>I can:          *participate in discussion about books, poems &amp; other works that are read to me and those that I can read for myself, take turns and listen to what others say          *explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself.</p>	<p>I can:          *participate in discussion about books, poems &amp; other works that are read to me and those that I can read for myself, take turns and listen to what others say          *explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself in some detail</p>	<p>I can:          *participate in discussion about books, poems &amp; other works that are read to me and those that I can read for myself, take turns and listen to what others say          *explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read for myself with increasing detail</p>	<p>I can:          *recommend books that I have read to my peers, giving reasons for my choices          *participate in discussions about books, building on my own and others' ideas and challenging views          *courteously explain and discuss my understanding of what I have read, including through formal presentations and debates,          *provide reasoned justifications for my views</p>	<p>I can:          *recommend books that I have read to my peers, giving reasons for my choices          *participate in discussions about books, building on my own and others' ideas and challenging views          *courteously explain and discuss my understanding of what I have read, including through formal presentations and debates,          *provide reasoned justifications for my own views, and understand the value of them</p>
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# The wider impact of reading on the learner

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Engagement and experiences	<ul style="list-style-type: none"> <li>I can tell someone about a book that I really enjoyed reading.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about a book that I enjoyed and how reading can help me understand how characters may feel.</li> <li>I can take part in reading aloud in class with increasing confidence.</li> </ul>	<ul style="list-style-type: none"> <li>I can recognise the benefits of learning to be a more fluent reader.</li> <li>I can talk about a time when I have learned from an issue that I read about in a book.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about the benefits of becoming a fluent reader, and I explain why this is important to me.</li> <li>I can talk about a time when I have made a change in my reading habits; this led to a change or improvement in my reading development.</li> </ul>	<ul style="list-style-type: none"> <li>I can make confident decisions about my own reading choices, including empathising with characters in the text.</li> <li>I can talk about a range of opportunities I've had over time to read a wide range of texts.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about my preferred book genre, based on the wide range of experiences that I've had over time.</li> <li>I can pinpoint specific improvements I've been able to make in reading, through the texts that I am able to access freely.</li> </ul>
Careers and life skills	<ul style="list-style-type: none"> <li>I can name one job that being a good reader can lead to.</li> </ul>	<ul style="list-style-type: none"> <li>I can name some jobs that are done by good readers.</li> <li>I can see how being able to use my reading in a subject other than English.</li> </ul>	<ul style="list-style-type: none"> <li>I can list at least 3 jobs that being a fluent reader can lead to.</li> <li>I can see how being able to read well can impact positively on subjects other than English.</li> </ul>	<ul style="list-style-type: none"> <li>I can list several jobs that being a fluent and competent reader can lead to.</li> <li>I can talk about my experience in working on school shows and theatre experiences.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk about careers with reading skills at the heart of them, and name a number of authors that I prefer.</li> <li>I can make appropriate decisions how to use my reading proficiency within another subject.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk avidly about a range of authors which have inspired me, and how their style of writing appeals to me.</li> <li>I can talk about opportunities I've had to lead on English activities in school, e.g. The Shakespeare Project, and the impact that this had on my development.</li> </ul>
Connecting with parents/carers and community	<ul style="list-style-type: none"> <li>I can share my reading books with someone from home, telling them what I have enjoyed about the story.</li> <li>I can take part in an assembly, reading a short piece of text aloud.</li> </ul>	<ul style="list-style-type: none"> <li>I can share my reading books with someone from home, telling them about the events in the story, and what I like about it.</li> <li>I can take part in an assembly, reading a longer piece of text aloud.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk to people outside of my home about my reading, and what I enjoy about being a confident reader.</li> <li>I can take part in a show in school, having a few lines to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk to many people outside of my home about my reading, and what I enjoy about being a confident reader.</li> <li>I can take part in a show in school, having a speaking part to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk to many people outside of my home about my reading with confidence and in detail.</li> <li>I can take part in a show in school, having a more in-depth speaking part to learn.</li> </ul>	<ul style="list-style-type: none"> <li>I can talk to many people outside of my home about my reading with confidence and in detail, including visiting authors.</li> <li>I can take part in a show in school, having a major speaking part to learn.</li> </ul>