

A progression in Reading from Reception to Year 7

EYFS

Key Stage One

Lower Key Stage Two

Upper Key Stage Two

Key Stage Three

Word reading

- I can develop my phonological awareness, so that I can:
- spot and suggest rhymes
- count or clap syllables in words
- recognise words with the same initial sound, such as money and mother
- I can read individual letters by saying the sounds for them.
- I can blend sounds into words, so that they can read short words made up of letter-sound correspondences.
- I can read some letter groups that each represent one sound and say sounds for them.
- 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 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

- 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 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word
- 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 [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)
- I can read books aloud, accurately, that are consistent with my developing phonic knowledge and that do not require me to use other strategies to work out words
- I can reread these books to build up my fluency and confidence in word reading

Year 2

- I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in - see [English appendix 1](#) , both to read aloud and to understand the meaning of new words I meet
- I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

- I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in [English appendix 1](#), both to read aloud and to understand the meaning of new words that I meet.

	<p>sentences and books that are consistent with my phonic knowledge, including some common exception words.</p> <ul style="list-style-type: none"> ● I can read a few common exception words matched to the school's phonic programme. ● I can understand the five key concepts about print: <ul style="list-style-type: none"> ● print has meaning ● the names of different parts of a book ● print can have different purposes ● page sequencing ● we read English text from left to right and from top to bottom ● I can develop my phonological awareness, so that I can: <ul style="list-style-type: none"> ● spot and suggest rhymes ● count or clap syllables in words ● recognise words with the same initial sound, such as money and mother ● I can blend sounds 	<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 reading is fluent ● I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes ● I can read accurately words of two or more syllables that contain the same graphemes as above ● I can read words containing common suffixes ● I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word ● I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered ● I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation ● I can reread these books to build up my fluency and confidence in word reading 			
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into words, so that they can read short words made up of letter-sound correspondences.

- 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, their fluency and my understanding and enjoyment.
- 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 enjoy listening to longer stories and can remember much of what happens. • I understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • I am able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. • I can engage in extended conversations about stories, learning new vocabulary. • I can listen to and talk about stories to build familiarity and understanding. • I can retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in my own words. • I listen carefully to rhymes and songs, paying attention to how they sound. • I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • I can demonstrate understanding of what has been read to me 	<ul style="list-style-type: none"> • I can develop pleasure in reading, motivation to read, vocabulary and understanding by: <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 I read or hear to my own experiences • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and 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 • I can understand both the books I can already read accurately and fluently and those I listen to by: <ul style="list-style-type: none"> • drawing on what I already know or on background information and vocabulary provided by my teacher • checking that the text makes sense to me as I read, and correct inaccurate reading • discussing the significance of the title and events 	<ul style="list-style-type: none"> • I can develop positive attitudes to reading, and an understanding of what I read, by: <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 books that are structured in different ways and reading for a range of purposes • using dictionaries to check the meaning of words that they have read • increasing my familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> • I can maintain positive attitudes to reading and an understanding of what I read by: <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 • 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 myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • recommending books that they have read to my peers, giving reasons for my choices • 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 • 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 • understand what I read by: <ul style="list-style-type: none"> • checking that the book makes sense to me, discussing my 	<ul style="list-style-type: none"> • I can develop an appreciation and love of reading, and read increasingly challenging material independently through: <ul style="list-style-type: none"> • reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. <p>The range will include high-quality works from:</p> <ol style="list-style-type: none"> I. English literature, both pre-1914 and contemporary, including prose, poetry and drama II. Shakespeare (two plays) III. seminal world literature <ul style="list-style-type: none"> • I can choose and read books independently for challenge, interest and enjoyment. • I can re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons. <p>I can understand increasingly challenging texts through:</p> <ul style="list-style-type: none"> • I can learn new vocabulary, relating it explicitly to known vocabulary and understand it with the help of context and dictionaries • I can make inferences and refer to evidence in the text
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	<p>by retelling stories and narratives using my own words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> • I anticipate (where appropriate) key events in stories. • I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>When comparing, contrasting and commenting:</p> <ul style="list-style-type: none"> • I am able to express a point of view and debate when I disagree with an adult or a friend, using words as well as actions. • I can compare and contrast characters from stories, including figures from the past. • I listen attentively and respond to what I hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. • I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. <p>Words in context and authorial choice:</p> <ul style="list-style-type: none"> • I use a wider range of vocabulary. 	<ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far <p>I can participate in discussion about what is read to me, taking turns and listening to what others say</p> <p>I can explain clearly my understanding of what is read to me.</p> <p>Year 2</p> <ul style="list-style-type: none"> • I can develop pleasure in reading, motivation to read, vocabulary and understanding by: <ul style="list-style-type: none"> • listening to, discussing and expressing 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 • being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> • I can understand what I read, in books I can read independently, by: <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 a text • 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 • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say 	<p>understanding and exploring the meaning of words in context</p> <ul style="list-style-type: none"> • asking questions to improve my understanding • 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 • summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas • identifying how language, structure and presentation contribute to meaning <ul style="list-style-type: none"> • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • participate in discussions about books that are read to me and those I can read for myself, 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, 	<ul style="list-style-type: none"> • I know the purpose, audience for and context of the writing and draw on this knowledge to support comprehension • I can check my understanding to make sure that what I have read makes sense. <p>I can read critically through:</p> <ul style="list-style-type: none"> • knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning • recognising a range of poetic conventions and understanding how these have been used • studying setting, plot, and characterisation, and the effects of these • understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play • making critical comparisons across texts • studying a range of authors, including at least two authors in depth each year
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	<ul style="list-style-type: none"> • I engage in extended conversations about stories, learning new vocabulary. • I learn new vocabulary. • I use new vocabulary throughout the day. • I retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words. • I use new vocabulary in different contexts. • I listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. • I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • I demonstrate understanding of what has been read to me by retelling stories and narratives using their own words and recently introduced vocabulary. • I use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. <p>Inference and prediction:</p> <ul style="list-style-type: none"> • I understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • I offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. • I anticipate (where appropriate) key events in 	<ul style="list-style-type: none"> • 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 • I can understand both the books that I can already read accurately and fluently and those that I listen to by: <ul style="list-style-type: none"> • drawing on what I already know or on background information and vocabulary provided by my teacher • checking that the text makes sense to me as I read, and correcting inaccurate reading • making inferences on the basis of what is being said and done • answering and asking questions • predicting what might happen on the basis of what has been read so far • I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, 		<ul style="list-style-type: none"> • maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for my views 	
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	<p>stories.</p> <p>Poetry and performance:</p> <ul style="list-style-type: none"> • I can sing a large repertoire of songs. • I know many rhymes, am able to talk about familiar books, and am able to tell a long story. • I can take part in simple pretend play, using an object to represent something else even though they are not similar. • I can begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. • I can remember and sing entire songs. • I can sing the pitch of a tone sung by another person ('pitch match'). • I can sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs. • I can create my own songs, or improvise a song around one I know. • I can engage in story times. • I can retell the story, once I have developed a deep familiarity with the text; some as exact repetition and some in my own words. • I can learn rhymes, poems and songs. • I can sing in a group or on my own, increasingly matching the pitch and following the melody. • I can develop storylines in my pretend play. • I can demonstrate understanding of what has 	<p>taking turns and listening to what others say</p> <ul style="list-style-type: none"> • 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. 			
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been read to me by retelling stories and narratives using my own words and recently introduced vocabulary.

- I can make use of props and materials when role playing characters in narratives and stories.
- I can invent, adapt and recount narratives and stories with their peers and their teacher.
- I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.

Non-fiction:

- I engage in non-fiction books.
- I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- I can offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
- I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Key Vocabulary	phonics, phonic knowledge, 'special friend', 'Fred Talk', 'Fred in your head', grapheme, phoneme, syllable, poem, fiction, non-fiction, fairy stories, traditional tales, character, page, front cover, back cover, word, title, rhyme, predict, character	In addition to EYFS: vocabulary, subheading, contents page, predict, letters, letter names, alphabet, suffix, prefix, sound out, blend	In addition to KS1: prefix, suffix, root words, sound, grapheme, phoneme, digraph, trigraph, genre, fiction, non-fiction, poetry, audience, purpose, structure, organisation, dictionary, theme, perform, volume, verses, rhyme, pattern, author, language, inference, character, emotions, thoughts, feelings, summary, prediction, retrieve, language.	In addition to LKS2: comparison, intonation, tone, context, motive, justify, imply, figurative, fact, opinion, formal, informal, debate.	In addition to UKS2: genre, contemporary literature, prose, seminal world literature,
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