



## Christopher Rawlins Reading Progression Document

	Reception	Year1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>I can apply my phonic knowledge and skills as the route to <b>decode words</b>.</p> <p>I can respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>I can read common exception words that have been taught GPCs and -s, -es, -ing, -ed,</p>	<p>I can use my phonic knowledge and skills to decode words until decoding has become embedded and reading is fluent.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes taught.</p> <p>I can read accurately words of two or more syllables that contain the graphemes taught.</p> <p>I can read words with common suffixes.</p>	<p>I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.</p> <p>I can read further exception words, noting the unusual correspondence between spelling and sound.</p> <p>I enjoy listening to and discussing wide range of poetry, fiction, plays, non-fiction and reference books.</p> <p>I can read books that are structured in a number of different ways and read for different purposes.</p>	<p>I can apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.</p> <p>I can use prefixes and suffixes to understand meanings (sub-, inter-, anti-, -ation, -ous, -tion)</p> <p>I can read further exception words , noting the unusual correspondence between spelling and sound.</p> <p>I enjoy listening to and discussing wide range of poetry, fiction, plays, non-fiction and reference books.</p>	<p>I can use my knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able,</i></p> <p>I can use suffixes to understand meanings e.g. – <i>cious, -tious, -tial, -cial.</i></p> <p>I can employ dramatic effect to engage listeners whilst reading aloud.</p> <p>I can read an extensive array of text genres for pleasure.</p> <p>I can evaluate texts quickly in order to determine their usefulness or appeal.</p>	<p>I can use my knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. <i>un+happy+ness, dis+repute+able,</i></p> <p>I can use suffixes to understand meanings e.g. – <i>cious, -tious, -tial, -cial.</i></p> <p>I can use etymology to help the pronunciation of new words e.g. <i>chef, chalet, machine, brochure – French in origin.</i></p> <p>I can employ dramatic effect to engage listeners whilst reading aloud.</p> <p>I can read an extensive array of</p>



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		<p>-er and –est endings. I can read other words of more than one syllable that contain taught GPCs</p> <p>I can read words with contractions (I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter.</p> <p>I can read books aloud, accurately that are phonetically decodable.</p> <p>I can re-read my book to build fluency and confidence.</p>	<p>I can read common exception words.</p> <p>I can read most words quickly and accurately without overt sounding and blending.</p> <p>I can read aloud books that are matched to my improving phonic knowledge, sounding out unfamiliar words without undue hesitation.</p>	<p>I can use dictionaries to check the meaning of unknown words I have read.</p>	<p>I can read books that are structured in a number of different ways and read for different purposes.</p> <p>I can use dictionaries to check the meaning of unknown words I have read.</p> <p>I am increasing my knowledge of a wide range of books (fairy stories/ myths and legends) and can retell these orally.</p>	<p>I can understand underlying themes, causes and consequences within whole texts.</p> <p>I can identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).</p>	<p>text genres for pleasure.</p> <p>I can evaluate texts quickly in order to determine their usefulness or appeal.</p> <p>I can understand underlying themes, causes and consequences within whole texts.</p> <p>I can identify the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives).</p> <p>I can recognise authors' techniques to influence and manipulate the reader.</p>
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<b>Comprehension</b>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Anticipate, where appropriate, key events in stories.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poem and during role-play.</p> <p><b>Reception Aspirational Targets To talk enthusiastically about a book of their choice and engage other children to listen and ask questions.</b></p>	<p>I enjoy listening to and talking about a range of poems, stories and non-fiction at a level beyond what I can read independently.</p> <p>I can link what I read or what has been read to me to my own experiences.</p> <p>I am familiar with and can retell key stories (fairy tales, traditional tales)</p> <p>I can recognise and join in with predictable phrases.</p> <p>I am beginning to appreciate rhymes and poems and can recite some by heart.</p> <p>I am learning new word</p>	<p>I enjoy listening to, discussing and expressing views about a range of poetry, stories and non-fiction at a level beyond what I can read independently.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p> <p>I am becoming increasingly familiar with a wider range of stories and traditional tales.</p> <p>I am familiar with non-fiction texts that are presented in different ways.</p> <p>I can recognise simple recurring language in</p>	<p>I am increasing my knowledge of a wide range of books (fairy stories/ myths and legends) and can retell these orally.</p> <p>I can identify the theme within a range of different types of books.</p> <p>I can recognise some different forms of poetry e.g. narrative, free verse.</p> <p>I can discuss words/phrases that capture the reader's interest and imagination.</p> <p>I can check that a text makes sense to me by discussing my understanding and explaining the meaning of particular words.</p>	<p>I can identify the theme within a range of different types of books.</p> <p>I can prepare poems to read aloud and perform for my peers, showing understanding through intonation, tone, volume and action.</p> <p>I can discuss words/phrases that capture the reader's interest and imagination.</p> <p>I can recognise some different forms of poetry (free verse, narrative poem).</p> <p>I can check that a text makes sense to me by discussing my understanding and explaining the</p>	<p>I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>I regularly listen to novels read aloud by the teacher from an increasing range of authors</p> <p>I can recognise themes within and across texts e.g. <i>hope, peace, fortune, survival.</i></p> <p>I can make comparisons within and across texts e.g. being an evacuee in Carrie's War and Goodnight Mr Tom.</p> <p>I can compare texts written in different periods.</p> <p>I can independently read longer texts with sustained</p>	<p>I enjoy listening to, reading and discussing an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>I regularly listen to novels read aloud by the teacher from an increasing range of authors</p> <p>I can recognise themes within and across texts e.g. <i>hope, peace, fortune, survival.</i></p> <p>I can make comparisons within and across texts e.g. being an evacuee in Carrie's War and Goodnight Mr Tom.</p> <p>I can compare texts written in different periods.</p> <p>I can independently read longer texts with sustained</p>



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	<p><b>To listen carefully and answer questions and develop other children's understanding of a book.</b></p>	<p>meanings and making links to words already known.</p> <p>I can check that the text makes sense and self-correct when reading.</p> <p>I can discuss the significance of the title and events within a story.</p> <p>I can make inferences based on what is being said and done within a text.</p> <p>I can make predictions about what might happen basing my opinion on what has happened so far in a story.</p>	<p>stories and poems.</p> <p>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>I can discuss my favourite words and phrases.</p> <p>I am beginning to build up a repertoire of poems learnt by heart.</p> <p>I can self-correct any reading mistakes and check that the text makes sense to me.</p>	<p>I can ask questions to deepen my understanding of a text.</p> <p>I can draw inference such as inferring character's feelings and thoughts based on their actions within a text.</p> <p>I can predict what might happen within a text drawing on things implied or stated.</p> <p>I can discuss the purpose of paragraphs.</p>	<p>meaning of particular words.</p> <p>I can ask questions to deepen my understanding of a text.</p> <p>I can draw inference such as inferring character's feelings and thoughts based on their actions within a text.</p> <p>I can predict what might happen within a text drawing on things implied or stated.</p> <p>I can identify main ideas drawn from more than one paragraph and</p>	<p>stamina and interest.</p> <p>I can recommend books to my peers with detailed reasons for my opinions and explain my own preferences for text genres.</p> <p>I am learning a wider range of poems by heart.</p> <p>I can prepare poems and play scripts to read aloud and perform using dramatic effects.</p> <p>I can use a reading journal to record on-going reflections and responses to personal reading.</p>	<p>stamina and interest.</p> <p>I can recommend books to my peers with detailed reasons for my opinions and explain my own preferences for text genres.</p> <p>I am learning a wider range of poems by heart.</p> <p>I can prepare poems and play scripts to read aloud and perform using dramatic effects.</p> <p>I can use a reading journal to record on-going reflections and responses to personal reading.</p> <p>I enjoy exploring texts in groups and deepen my understanding.</p>
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<b>Comprehension Cont,</b>	<p>I can participate in discussions about what has been read to me.</p> <p>I can listen to others and wait my turn to share my opinions of a text.</p> <p>I can explain clearly what has been read to me.</p> <p><b>Year 1 Aspirational Targets</b> <b>To be able to learn and recite a piece of poetry and perform it for their peers with confidence.</b> <b>To be able to talk confidently about their choice of poem and poet.</b></p>	<p>I can make inferences based upon what is being said and done within a text.</p> <p>I can understand a text by asking and answering questions.</p> <p>I can predict what might happen drawing upon what has already happened in a text so far.</p> <p><b>Year 2 Aspirational Targets:</b> <b>To use subject – specific vocabulary confidently across the curriculum with accuracy</b></p>	<p>I can identify the key idea within a paragraph.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can retrieve and record information from non-fiction texts.</p> <p>I can participate in discussion about books that I have read independently and books that have been read to me whilst listening to and responding to the opinions of my peers.</p>	<p>summarise these accurately.</p> <p>I can identify how language, structure and presentation contribute to meaning.</p> <p>I can retrieve and record information from non-fiction texts.</p> <p>I can participate in discussion about books that I have read independently and books that have been read to me whilst listening to and responding to the opinions of my peers.</p> <p><b>Year 4 Aspirational Targets</b> <b>I can demonstrate my empathy and in-depth</b></p>	<p>I enjoy exploring texts in groups and deepening my understanding through discussion.</p> <p>I can infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <b>Point;Evidence;Explanation.</b></p> <p>I can predict what might happen from information stated and implied. <b>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:</b></p> <p>I can explore, recognise and use the terms personification, analogy, style and effect.</p> <p>I can explain the effect on the reader of the authors’ choice of language and reasons why the author may have selected these.</p> <p>I can distinguish between statements of fact or opinion</p>	<p>I can infer characters feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. <b>Point;Evidence;Explanation.</b></p> <p>I can predict what might happen from information stated and implied. <b>Discuss / evaluate how authors use language including figurative language, considering the impact on the reader by:</b></p> <p>exploring, recognising and using the terms personification, analogy, style and effect.</p> <p>explaining the effect on the reader of the authors’ choice of language and reasons why the author may have selected these. distinguishing between statements of fact or opinion across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel</i></p>

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		<p>(oral and written work).</p>	<p><b>Year 3 Aspirational Targets:</b> I read a wide variety of text genres and use expression and intonation appropriately. I enjoy participating in group/ individual presentations to present my views and opinions about a particular text.</p>	<p><b>understanding of a character through role play and drama.</b> I can develop the plot, setting and characters within a text by adding my own ideas.</p>	<p>across a range of texts e.g. <i>first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</i></p> <p>I can participate in discussions about books building on their own and others' ideas and challenging views courteously. <b>I can explain and discuss my understanding of what I have read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary by:</b> Preparing formal presentations individually or in groups.</p> <p>Using notes to support presentation of information.</p> <p>Responding to questions generated by a presentation.</p> <p>Participating in debates on issues related to reading (fiction/non-fiction).</p> <p>Provide reasoned justifications for their views</p>	<p><i>Pepys' diary and a history textbook.</i> participating in discussions about books building on my own and others' ideas and challenging views courteously. <b>I can explain and discuss my understanding of what I have read, including through presentations and debates, maintaining a focus on the topic and using notes where necessary by:</b></p> <p>Preparing formal presentations individually or in groups.</p> <p>Using notes to support presentation of information Responding to questions generated by a presentation.</p> <p>Participating in debates on issues related to reading (fiction/non-fiction).</p> <p>Provide reasoned justifications for their views</p> <p>Justifying opinions and elaborating by referring to the text e.g. <i>Point;Evidence;Explanation</i></p> <p><b>Y6 Aspirational Targets</b></p>
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					<p>Justifying opinions and elaborating by referring to the text e.g. <i>Point;Evidence;Explanation</i></p> <p><b>Y5 Aspirational Targets</b> <b>To speak confidently about my favourite authors and give reasons for my preferences.</b> <b>To present my views on authors/ poets/ texts confidently and naturally through various means (PowerPoint, iMovie, SeeSaw etc.)</b></p>	<p><b>I use my reading journal as a means to showcase my reading journey and talk confidently about the genres of reading I enjoy.</b></p> <p><b>I can make suggestions to my peers about suitable books that I have read and begin to identify the favourite genres of my peers.</b></p>
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