

EYFS Reading Progression: Being a reader

3 to 4 year olds

FS2 and Early Learning Goals

Language Comprehension:

I know that print has meaning.
I know that print can have different purposes.
I know that we read English text from left to right and from top to bottom.
I can find the title.
I can open the front cover.
I can turn the pages appropriately.
I can engage in extended conversations about the book.
I can learn new vocabulary.

I can retell the story in my own words.
I can anticipate, where appropriate, key events in stories.
I can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
I can demonstrate understanding when talking with others about what I have read.

Word Reading:

I am aware of different sounds when talking.
I can spot words that rhyme.
I can continue a rhyming string.
I can count or clap syllables in a word.
I can recognise words with the same initial sound.
I can recognise some letters in my name.
I can hear and say initial sounds.

I can 'read' repetitive phrases using picture clues.
I point from left to right as I read.
I can point to each word as I read it, matching the spoken word to the written word.
I am beginning to read words and simple sentences, using context, sound and picture clues.
I can read Phase 2 tricky words.
I can read the individual letters by saying the sounds for them (Phase 2).
I can read cvc words by sound-blending.
I can read aloud simple sentences accurately and understand them.
I can say a sound for at least ten Phase 3 digraphs.
I can recognise some Phase 3 digraphs in words when sounding out.
I can read most Phase 3 tricky words.
I can read simple common words without decoding.
I recognise some Phase 5 sounds in the text.
I can read most Phase 4 tricky words.
I can tackle new vocabulary without sounding out.
I can read sentences with confidence and fluency.
I am starting to read with intonation and expression.
I read for pleasure.
I can name the letters of the alphabet.

Key Stage 1 Reading Progression: Being a reader	
Year 1	Year 2
WORD READING: <i>PHONICS AND DECODING</i>	
I can apply phonical knowledge and skills as the route to decode words.	I automatically decode words and my reading is fluent.
I can blend sounds in unfamiliar words using the GPCs that have been taught to me.	I read accurately by blending the sounds in words that contain the graphemes taught so far and I recognise alternative sounds for graphemes.
I can respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.	I can accurately read most words of two or more syllables.
I can read words containing taught GPCs.	I can read most words containing common suffixes.
I can read words containing -s, -es, -ing, -ed and -est endings.	
I can read words with contractions, e.g. I'm, I'll and we'll.	
WORD READING: <i>COMMON EXCEPTION WORDS</i>	
I can read Y1 common exception words, noting unusual correspondences between spelling and sounds where these occur in words.	I can read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sounds where these occur in words.
WORD READING: <i>FLUENCY</i>	
I can accurately read texts that are consistent with my developing phonical knowledge.	I can read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation.
I can re-read texts to build up fluency and confidence in word reading.	I can re-read these books to build up fluency and confidence in word reading.
	I can read words accurately and fluently without overt sounding and blending (eg. at over 90 words per minute in age-appropriate texts).
READING COMPREHENSION: <i>UNDERSTANDING AND CORRECTING INACCURACIES</i>	
I can check that a text makes sense to me as I read and I can self-correct.	I can show understanding by drawing on what I already know or on background knowledge and vocabulary provided by my teacher.
	I can check that a text makes sense to me as I read and I correct inaccurate reading.
READING COMPREHENSION: <i>COMPARING, CONTRASTING AND COMMENTING</i>	
I can listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond which that I can read independently.	I can participate in discussion about books, poems and other words that are read to me and those which I can read by myself, explaining my understanding and expressing my views.

I can link what I have read or have had read to me to my own experiences.	I can listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond which that I can read independently.
I can retell familiar stories in increasing detail.	I am becoming increasingly familiar with and I can retell a wide range of stories, fairy stories and traditional tales.
I can join in with discussions about a text, taking turns and listening to what others say.	I can discuss the sequence of events in books and how items of information are related.
I can discuss the significance of titles and events.	I can recognise simple recurring literacy language in stories and poetry.
	I can ask and answer questions about a text.
	I can make links between the text I am reading and other texts that I have read.
READING COMPREHENSION: <i>WORDS IN CONTEXT AND AUTHORIAL CHOICE</i>	
I can discuss word meaning and link new meanings to those already known.	I can discuss and clarify the meanings of words, linking new meanings to known vocabulary.
	I can discuss my favourite words and phrases.
READING COMPREHENSION: <i>INFERENCE AND PREDICTION</i>	
I can begin to make simple inferences.	I can make inferences on the basis of what is being said and done.
I can predict what might happen on the basis of what has been read so far.	I can predict what might happen on the basis of what has been read so far.
READING COMPREHENSION: <i>POETRY AND PERFORMANCE</i>	
I can recite simple poems 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.
READING COMPREHENSION: <i>NON-FICTION</i>	
	I can recognise that non-fiction books are often structured in different ways.

Key Stage 2 Reading Progression: Being a reader

Year 3	Year 4	Year 5	Year 6
WORD READING- Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 , both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.			
I can decode words new to me and pronounce them with increasing accuracy, making links between spelling and reading.	I can read on sight new vocabulary within a context of a sentence and pronounce them accurately, making links between spelling and reading.	I can read on sight new vocabulary within a context of a paragraph and pronounce with consistent accuracy.	I know the meanings of new vocabulary and I can discuss them in different contexts and pronounce with consistent accuracy.
I read with growing independence and enjoyment, a range of texts for different purposes.	I read independently, fluently and with enthusiasm a range of texts for different purposes.	I read independently, fluently and with enthusiasm a range of texts for different purposes.	I read a range of genres confidently and frequently being able to choose and use texts for different purposes.
COMPREHENSION- Develop positive attitudes to reading and understanding of what they read. Read books that are structured in different ways and read for a range of purposes.			
I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
I can use dictionaries to check the meaning of words that I have read.	I can use dictionaries independently to check the meaning of words that I have read.	I can increase 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.	I can increase 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.
I can increase my familiarity with a wide range of books, including fairy stories and retelling some of these orally	I can increase my familiarity with a wide range of books, including myths and legends, and retelling some of these orally	I can recommend books that I have read to my peers, giving reasons for my choices	I can recommend books that I have read to my peers, giving reasons for my choices
I can identify themes and conventions in a wide range of books.	I can confidently identify themes and conventions in a wide range of books.	I can identify and discuss themes and conventions, making comparisons within and across a wide range of books.	I can confidently identify and discuss themes and conventions, making comparisons within and across a wide range of books.
I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	I can confidently prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	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 prepare a range of 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 learn some poetry by heart.	I can learn a wider range of poetry by heart.

COMPREHENSION-Understand what they read in books and that they can read independently.

I can check that a text makes sense, discuss my understanding and can explain the meaning of words in context.	I can check that a text makes sense, confidently discuss my understanding and can explain the meaning of words in context.	I can check that the book makes sense, can discuss my understanding and explore the meaning of words in context.	I can check that the book makes sense, confidently discuss my understanding and explore the meaning of words in context.
I can ask questions to improve my understanding of a text.	I can ask questions to improve my understanding of a text.	I can ask questions to improve my understanding of a text.	I can ask questions to improve my understanding of a text.
I can begin to discuss character's feelings and actions using the text to support my ideas.	I can begin to discuss character's feelings and actions, using inference from the text to support my ideas.	I can discuss character's feelings and actions, using inference from the text to support my ideas with growing confidence.	I can discuss character's feelings and actions, using inference from the text to support my ideas with confidence.
I can predict what might happen using some details from the text to support my ideas.	I can predict what might happen using stated details from the text to support my ideas.	I can predict what might happen, using details from the text that are stated and implied to support my ideas.	I can predict what might happen, using details from the text that are stated and implied to support my ideas.
I can identify main ideas from a paragraph and summarise them.	I can identify main ideas from more than one paragraph and summarise the main ideas drawn.	I can summarise from more than one paragraph, identifying key details that support the main ideas.	I can summarise from more than one paragraph, identifying key details that support the main ideas.
I can begin to identify how language, structure and presentation contribute to meaning.	I can begin to identify how language, structure and presentation contribute to meaning.	I can discuss and evaluate how authors use language, including figurative language; structure and presentation contribute to meaning and impact on the reader.	I can discuss and evaluate how authors use language, including figurative language; structure and presentation contribute to meaning and impact on the reader.
I can retrieve and record information from non-fiction texts.	I can retrieve and record information from a range of non-fiction texts.	I can retrieve, record and present information from non-fiction, distinguishing between statements of fact and opinion.	I can retrieve, record and present information from non-fiction, distinguishing between statements of fact and opinion.
I can 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.	I can 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.	I can 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.	I can 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.
		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 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 begin to provide reasoned justifications for my views.	I can provide reasoned justifications for my views.