

# Freeman CP School Reading Progression Document

School Values		Curious	Achieve	Resilient	Independent	Nurturing	Gracious
<b>What do these values look like in Reading?</b>		Asking questions. Enjoys learning new knowledge and skills. Desire to learn more and improve.	Recognise and celebrate own success. Sets clear goals and challenges. Make expected or better progress.	Have a strong sense of self-belief. Respond to challenge positively. Show determination to succeed. Able to self-correct and retry pronouncing words.	Attempt new skills and challenges positively. Take ownership of learning. Make decisions. Consistently retrieve/remember key skills and knowledge.	Be supportive to peers.	Cope with success and difficulty positively.
EYFS	N.C. Area	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Applies phonics to read a book accurately.</li> <li>• Responds with the correct sound to graphemes (letters or groups of letters) for all phonemes taught at Phase 3 level</li> <li>• Responds with the correct sounds for alternative spellings of graphemes taught at Phase 3 (eg knows that "ea" can have the same sound as "ee" or that "ay" can have the same sound as "ai")</li> <li>• Accurately reading words that contain adjacent consonants or polysyllabic words at Phase 4</li> <li>• Responds speedily with the correct sound to graphemes (letters or groups of letters) for new graphemes and alternative pronunciations for these at Phase 5</li> </ul>	<ul style="list-style-type: none"> <li>• Applies phonic knowledge and skills to read a book accurately.</li> <li>• Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent in at least Book band level White</li> <li>• Applies phonic knowledge and skills to read a book accurately in at least Book band level Lime</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read words containing common suffixes</li> <li>• Read further common exception words, noting</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my knowledge of root words, prefixes (including <i>dis-</i>, <i>mis-</i>, <i>il-</i>, <i>im-</i>, <i>ir-</i>) and suffixes (including <i>-ly</i>) to help me read aloud and to understand the meaning of new words</li> <li>• I can read further exception words including words that do not follow spelling patterns, and show an awareness that some words sound different to how they are spelt</li> </ul>	<ul style="list-style-type: none"> <li>• I can read and understand root words, prefixes (including sub-, inter-, super-, anti-, auto-) and suffixes (including -ation, -ous) to help me understand the meaning of new words</li> <li>• I can read and decode further exception words accurately including words that do not follow spelling patterns</li> <li>• I can read a range of texts with appropriate expression and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• I can use my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words – see English Appendix 1 Year 5/6.</li> <li>• I can read a range of texts with appropriate expression and intonation.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to both read aloud and to understand the meaning of new words they meet</li> <li>• Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• To read a range of texts with appropriate expression and intonation.</li> </ul>

## Freeman CP School Reading Progression Document

		<ul style="list-style-type: none"> <li>• Accurately read words which contain a split digraph (phase 5)</li> <li>• Reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Reads the common exception words at Phase 3</li> <li>• Reads the common exception words at Phase 4</li> <li>• Reads the common exception words at Phase 5</li> <li>• Reads words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings</li> <li>• Reads other words of more than one syllable that contain taught GPCs</li> <li>• Read words with contractions e.g. <i>I'm, I'll, we'll</i>, and understand that the apostrophe represents the omitted letter(s)</li> <li>• Re-reads these books to build up their fluency and confidence in word reading</li> </ul>	<p>unusual correspondences between spelling and sound and where these occur in the word</p> <ul style="list-style-type: none"> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-reads these books to build up their fluency and confidence in word reading.</li> </ul>				
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# Freeman CP School Reading Progression Document

## Comprehension and Understanding

- Draw on what they already know or on background information and vocabulary provided by the teacher.
- Checks that the text makes sense to them as they read and correct inaccurate reading
- Discuss the significance of the title and events
- **Makes inferences on the basis of what is being said and done**
- Predicts what might happen on the basis of what has been read so far
- Participates in discussion about what is read to them, taking turns and listening to what others say
- Explains clearly their understanding of what is read to them.
- Understands the need to take turns and listen to what others say.

- Draw on what they already know or on background information and vocabulary provided by the teacher
- Checks that the text makes sense to them as they read and correct inaccurate reading
- **Make inferences on the basis of what is being said and done**
- Asks and answers questions
- **Predicts what might happen on the basis of what has been read so far.**
- Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves
- Take turns and listens to what others say
- **Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves**

- I can understand what I have read, checking that it makes sense by talking to others about it
- **I can explain the mean of words in context**
- I can ask questions about the texts that I have read to help me understand them
- **I can make inferences about how a character in a book is feeling by their actions, thoughts and motives across the story and can explain how I know**
- **I can predict what might happen from clues in what I have read – stated and implied**
- **I can tell what the main ideas in a book are from reading a number of paragraphs and make a simple summary**
- I can say how a text is organised to help me understand it using paragraphs, headings, subheadings and inverted commas to show speech
- I can retrieve and record information from non-fiction texts to find out information on a subject
- I can use a dictionary to check the meaning of new words that I have read

- I can use a dictionary to check the meaning of words that I have read
- I can check what I have read and that I have understood it by telling someone else what has happened
- I can ask questions about what I have read to help me understand a complicated text
- **I can infer from what I have read how a character is feeling and thinking and why they take an action, and justify them with evidence from the text**
- I can predict what will happen in a text using details (stated AND implied) I have already read to help me
- I can independently identify the main ideas from a text and summarise these accurately and concisely
- **I can understand how the use of words in text (language used), how it is set out (structure) and its presentation, add to its meaning**
- I can retrieve, record and present information from non-fiction texts over a wide range of subjects, using contents pages and indexes to locate relevant information
- I can independently identify themes and conventions in a wide range of books, *e.g. convention of different types of writing*

- I can understand text by re-reading when I am unclear what the text is telling me, discussing my understanding with others and finding the meaning of new words and explaining them.
- I can ask sensible, relevant questions about the texts to help me understand them more fully.
- **I can infer and explain characters' feelings, thoughts or reasons for their actions and justify my thoughts using evidence from the text.**
- I can predict what might happen from stated and implied details in increasingly complex texts, justifying my predictions with specific textual references.
- **I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.**
- **I can identify how language, structure and presentation contribute to meaning, showing a general awareness of writer's craft.**

- 4. Give the meaning of words in context.
- Explain what an author could be conveying through their choice of vocabulary
- Can identify a word or phrase in the text to provide evidence of a characters motives or feelings
- **Draws inferences about characters' motives from their actions, and justifies inferences with evidence.**
- Can use several pieces of evidence from the text to describe a person's character
- Predicts what might happen from details stated and implied. Justifies predictions with specific textual references or quotation.
- Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (incorporates apt textual reference or quotation to support argument).
- Distinguish between statements of fact and opinion
- Identifies how language, structure and presentation contribute to meaning. (eg explains how structural choices support writer's theme or purpose)

# Freeman CP School Reading Progression Document

				<ul style="list-style-type: none"> <li>• I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• I can participate in discussion about both books that are read to me and those that I read by myself</li> <li>• I can discuss words and phrases in the books that I read that interest me or capture my imagination</li> </ul>	<p><i>such a greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions.</i></p> <ul style="list-style-type: none"> <li>• I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others</li> <li>• I can read a wide range of books, fairy stories, myths and legends and retell some of them to others</li> <li>• I can discuss words and phrases in the books that I read that interest me and capture my imagination</li> <li>• I can discuss different types of poetry, e.g. free verse and narrative poetry</li> </ul>	<ul style="list-style-type: none"> <li>• I can explain the difference between statements of fact and opinion.</li> <li>• I can retrieve, record and present information from non-fiction texts to answer questions, using the contents and index pages to locate information and by selecting relevant points from all areas of the text. I can use and apply these skills across the curriculum independently.</li> <li>• I can discuss and evaluate how authors use language (including figurative language and different language choices) and consider the impact they have on the reader. I am beginning to use some technical terminology to describe this type of language (e.g. simile, metaphor).</li> <li>• I can participate in discussions about books that are read to me or those that I have read myself, contribute my thoughts to build on these ideas and challenge views courteously if they differ from my own.</li> <li>• I can explain and discuss my understanding of</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils can retrieve information from non-fiction.</li> <li>• Pupils can retrieve relevant information from different sources in the text and summarise and synthesise this within an answer</li> <li>• Discusses and evaluates how authors use language, including figurative language, using appropriate terminology (eg imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader.</li> <li>• Asks questions to improve their understanding of a text and explore ideas in detail.</li> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Provides reasoned justifications for their views, incorporating apt textual reference and</li> </ul>
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# Freeman CP School Reading Progression Document

						<p>what I have read through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <ul style="list-style-type: none"> <li>I can provide reasoned justifications for my views, supporting them with references to the text or quotations.</li> </ul>	<p>quotation to support main ideas or argument.</p>
	<b>Attitudes to Reading</b>	<ul style="list-style-type: none"> <li>Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Begins to link what they read or hear read to their own experiences</li> <li>Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Recognises and joins in with predictable phrases</li> <li>Begins to appreciate rhymes and poems and can recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently</li> <li>Discuss the sequence of events in books and how items of information are related</li> <li>Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>Is beginning to identify differences in the structure of the non-fiction books that they are introduced to</li> <li>Recognise simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>I can read a wide range of books including fairy stories, myths and legends and retell some of them to others</li> <li>I can identify different themes and conventions in a wide range of books I have read, e.g. triumph of good over evil or the use of magical devices in fairy and folk tales.</li> <li>I can read aloud poems and perform play scripts, showing understanding through some use of intonation, tone, volume and action</li> <li>I can recognise different forms of poetry, e.g. free verse, narrative poetry)</li> </ul>	<ul style="list-style-type: none"> <li>I can prepare poems and play scripts to read aloud and to perform, showing my understanding through increasing the use of intonation, tone, volume and action</li> <li>I can show that I enjoy reading by listening to and reading a wide range of fiction, poetry, plays, non-fiction and reference books, including authors I may not have previously chosen.</li> <li>I can choose from a range of books that are set out differently but give me the information I require for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books.</li> <li>I can read books for a range of purposes that are structured in different ways, e.g. fiction, poetry, plays, non-fiction and reference books.</li> <li>I am becoming increasingly familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions.</li> </ul>	<ul style="list-style-type: none"> <li>Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>Reads books that are structured in different ways and reading for a range of purposes</li> <li>Increases familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions</li> <li>Recommends books that they have read to their</li> </ul>

# Freeman CP School Reading Progression Document

			<ul style="list-style-type: none"> <li>• Discusses their favourite words and phrases</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>			<ul style="list-style-type: none"> <li>• I can recommend books that I have read to my friends, giving reasons for my choices which reflect the writer's purpose and explaining the effect of the author's words on the reader.</li> <li>• I can identify and discuss themes and conventions in and across a wide range of writing, e.g. <i>identifying the similarities and differences between texts, such as narrative conventions in traditional tales or stories from other cultures, ballads etc.; or explaining conventions such as the use of the first person in writing diaries or autobiographies</i></li> <li>• I can compare texts by commenting on similarities and difference and explaining ideas</li> <li>• I can learn a range of different types of poetry by heart</li> <li>• I can prepare and perform poems and play scripts to read aloud and perform, showing an understanding of how to use intonation, tone, and volume to make the meaning clear to the audience.</li> </ul>	<p>peers, explaining their reasoning through explicit explanation developed by close reference to the text</p> <ul style="list-style-type: none"> <li>• Identifies and discusses themes and conventions in and across a wide range of writing such as the use of the first person in writing diaries and autobiographies; or considering accounts of the same event, with identification of viewpoint developed through close reference to the text</li> <li>• Makes comparisons within and across books. May contain some detailed discussion of textual conventions or features as used by writers from different periods, or ideas about how topics are treated differently in texts from different cultures.</li> <li>• Learn a wider range of poetry by heart</li> <li>• Prepares poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>
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\***Key Comprehension Criteria in bold.** Need to be achieved to reach expected and/or greater depth.