English Progression of Skills – Reading

STAGE DESCRIPTORS - Reading	
EYFS	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can rea short words made up of known letter – sounds correspondences. Read some letter groups that respects one sound and say the sounds for them. Read a few common exception words matched to the school's phonics programme. Read simple phrases and sentences made up of words and known letters sound correspondences and, where necessary, a few exception words. Re -read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
YEAR 1	1.1 Can apply phonic knowledge as a route to decode words 1.2 Can recognise, read and identify correct sound to grapheme for all 40+ phonemes 1.3 Can recognise, read and identify alternative sounds for some graphemes 1.4 Can break words into more than one syllable that contain taught GPCs 1.5 Can read words with increasing fluency without overt sounding and blending 1.6 Can read common exception words 1.7 Can recognise and read prefix un and use this to construct meanings of words 1.8 Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. s, es, ing, er, est, ed 1.9 Can recognise an increasing range of punctuation (. CL ! ?) and use this to add expression and understanding to the text 1.10 Can use the context of the text and pictures to help read unfamiliar words 1.11 Can read words with simple contractions 1.12 Can discuss word meanings, linking new meanings to those they already know 1.13 Can read compound words 1.14 Can read words of more than one syllable that contain taught GPCs (grapheme, phoneme correspondence) 1.15 Can check that the text makes sense and correct miscues 1.16 Can discuss like and dislikes about texts and authors 2.1 Join in with predictable phrases or poems 2.2 Can explain, in their own words, what has been read to them 2.3 Can explain, in their own words, what they have read themselves. 2.4 Recall main points from fiction and non-fiction (who, what, where, when, how, why answers) 2.5 Link what they read or hear to their own experiences 3.1 Identify components of a story - beginning, middle and end 4.1 Can answer simple 'How' and 'Why' questions from pictures or text 4.2 Can discuss the actions of characters and justify views on the basis of what is being said and done 5.1 Can discuss the significance of the title 5.2 Can make predictions sometimes based on what has been read so far

YEAR 2	1.1 Can decode unknown words applying phonic knowledge 1.2 Can recognise, read and identify the full range of vowel graphemes (some/most) 1.3 Can recognise, read and identify the full range of consonant graphemes (some/most) 1.4 Can break words into two or more syllables 1.5 Can read 90 words per minute in a age appropriate book (gold shelf and above) 1.6 Can read common exception words (Y1 and Y2) (many/most) 1.7 Can read most words containing common suffixes 1.8 Can use the context of the text to help read unfamiliar words 1.9 Can discuss word meanings, linking new meanings to those they already know 1.10 Read most words accurately without overt sounding and blending. and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words 1.11 Can check that what is read makes sense and self-correct inaccurate reading 1.12 Can enhance meaning through expression and intonation 1.13 Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text 1.14 Can talk about and give an opinion on a range of texts 2.1 Recall main points with reference to fiction and non-fiction texts (who, what, where, when, how, why answers) 2.2 Can read closely to obtain specific information e.g. what type of clothes someone was wearing 2.3 Can identify, select and highlight key words in a sentence to answer recall questions 2.4 Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters 2.5 Can recognise and talk about the main differences between fiction and non-fiction texts 3.1 Identify components of a story - beginning, middle and end 3.2 Can sequence events in text 4.1 Can discuss the actions of characters and justify views on the basis of what is being said and done 4.2 Can identify and discuss favourite words and phrases 4.3 Can ask questions to improve their understanding of a text 4.4 Can summarise the main points from a passage or a text 4.5 Can begin to make inferences in a book they can already read or in a shared text. 4.6 Is beginning to identify the author's main purpose for writing 4.7 Can explain what the writer might be thinking 4.8 Can make inferences for a book they are reading independently* 4.9 Can make links between the book they are reading and other books they have read 5.1 Can make a plausible prediction about what might happen on the basis of what's been said so far
YEAR 3	1.1 Can decode unknown words rapidly and without undue hesitation 1.2 Can read 90 words at expected level in 1 minute 1.3 Can recognise and read a range of prefixes and use these to construct the meaning of words in context e.g. re…, de…, pre…, non…, mis…, ex…, co…, anti… 1.4 Can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g. …tion, …ive, …ic 1.5 Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission 1.6 Can read further exception words noting the unusual correspondences between spelling and sound 2.1 Shows understanding of main points with reference to the text (who, what, where, when, how, why) 2.2 Can read closely to obtain specific information from fiction and non-fiction 2.3 Can identify, select and highlight key words in a sentence to answer recall questions 2.4 Is beginning to scan for a specific purpose e.g. looking for specific words 2.5 Is beginning to skim e.g. read quickly to find answers to questions

3.1 Can discuss the actions of the main characters and justify views using evidence from the text
3.2 Can empathise with a character's motives and behaviour
3.3 Can ask questions to improve their understanding of a text
4.1 Can summarise the main points of a paragraph
4.2 Is beginning to identify main ideas drawn from more than one paragraph
5.1 Can make plausible predictions based on knowledge of the text
6.1 Can discuss word meanings, linking new meanings to those they already know (Content domain 2a)
6.2 Can identify how vocabulary choices affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught'
7.1 Is beginning to identify the author's main purpose for writing
7.2 Can explain what the writer might be thinking
7.3 Is beginning to identify and comment on different points of view in the text
7.4 Can simply evaluate specific texts with reference to text type
7.5 Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts
8.1 Can make simple connections between books by the same author
8.2 Can recognise some features of the text that relate to its historical setting or its social or cultural background

YEAR 4

1.1 Can read age appropriate texts with a good level of fluency and stamina
1.2 Can use a range of strategies to decode unfamiliar words
1.3 Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum
1.4 Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum
1.6 Can read 90 words at expected level in 1 minute
1.5 Uses a range of punctuation to add meaning to what they are reading
2.1 Understands and explains the main points from what they have read, with direct reference to the text
2.2 Identify explicit details from the text, showing the section of the text they found the information
2.3 Is able to skim short passages to answer recall questions (read quickly to find answers to questions)
2.4 Is able to scan short passages to answer recall questions (look for specific words)
2.6 Is able to explain how paragraphs have been used to organise a text
2.5 Can talk about key differences between text types, including texts of the same type but written by different authors
2.7 Is able to explain how the format and presentation of a text impacts on the reader
3.1 Is able to describe the actions of characters in a text and begin to explain them, in the context of the narrative
3.2 Can make inferences about characters' actions in a story based on evidence from the text
3.3 Can empathise with a character's motives and behaviours
3.4 Can ask questions to improve their understanding of a text
4.1 Can summarise the main points from a section of text
5.1 Can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas
6.1 Can discuss new word meanings, based on the context and their existing vocabulary knowledge
6.3 Can explain how vocabulary choices affect meaning in a range of text types
6.2 Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc
7.1 Identifies the main purpose of a text
7.3 Discusses viewpoints in a text, where appropriate of more than one character
7.4 Can evaluate the overall quality of a text, as well as the inclusion of specific features

	7.2 Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening 8.1 Uses their broad reading experiences to compare books by the same author or on a similar theme 8.2 Begins to recognise the importance of cultural or historical settings on how a text is composed
YEAR 5	1.1 Reads with fluency and stamina 1.2 Can use a range of strategies to decode unfamiliar words without impacting on overall fluency 1.3 Is able to skim whole texts to answer recall questions (read quickly to find answers to questions) 1.4 Is able to scan whole texts to answer recall questions (looking for specific words) 1.5 Shows awareness of punctuation and sentence construction when reading aloud 1.6 Uses knowledge of vocabulary and context to give meaning to new language 1.7 Can read most common exception words (Year 5/6) 1.8 Can read 90 words at expected level in 1 minute 1.9 Can read and understand the meaning of words with prefixes and from the Year 5/6 curriculum 2.1 Know the difference between fact and opinion 2.2 Retrieves key details and some quotations from the text 2.3 Identify explicit details from the text, showing exactly where in the text they found the information 3.1 Explains isolated events from a text, in the context of the whole narrative 3.2 Can prove or disprove simple statements about a character by finding evidence in a text 3.3 Begins to use evidence from description, dialogue and action to support their ideas 3.4 Can empathise with a character's motives and behaviours 4.1 Can summarise the main points from a whole text 5.1 Gives feasible, reasoned predictions based on evidence for their ideas 6.1 Explains clearly how vocabulary choices affect meaning in a range of text types 6.2 Recognises a range of descriptive devices including figurative language 6.3 Comments upon language choices/structures of different authors (particularly in poetry) 6.4 Confidently uses new language from their own reading experiences in their written and spoken work 6.5 Explains the use of sentence structures according to desired effect on the reader 6.6 Can use strategies to explore the meaning of words in context including use of synonyms 7.1 Can identify the text type according to key features 7.2 Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc 7.3 Selects information from across a text to explain or illustrate their ideas 7.4 Compares the behaviour and feelings of different characters in a text 7.5 Recognises common themes/styles in texts written by the same author 7.6 Comments on the impact of organisational and presentational features of a text 8.1 Can explain the importance of cultural or historical settings on how a text is composed
YEAR 6	1.1 Can use appropriate decoding strategies fluently and accurately 1.2 Can skim texts to get the general idea of the content of a piece 1.3 Can scan texts to find particular information 1.4 Can read aloud with intonation that shows understanding 1.5 Can compare, contrast and evaluate different texts 1.6 Can talk about the types of texts they enjoy and that interest them 1.7 Can read 90 words at expected level in 1 minute

1.8 Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression

2.1 Can show an understanding of the meaning of vocabulary in different contexts

2.2 Can find and copy one word/groups of words with a particular meaning

2.3 Can find words in a text that most closely match the meaning of a given word

2.4 Can explain what words suggest about a given subject

3.1 Can retrieve key details and quotations to demonstrate understanding of character, events and information

3.2 Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text

3.3 Can provide developed explanations for key information, events, character actions and motivations

3.4 Can provide straightforward explanations for the purpose of the language, structure and presentation of texts

3.5 Can identify whether statements from a text are fact or opinion

3.6 Can decide whether statements about a text are true or false, using direct reference to the text

4.1 Can accurately and selectively summarise main ideas, events, characters and information from fiction

4.2 Can accurately and selectively summarise main ideas, events, and information from non-fiction

4.3 Can identify key details and use quotes for illustration

4.4 Can accurately order summaries of different paragraphs within a text

4.5 Can identify the main message in a poem/story

5.1 Can use clues from action, dialogue and description to interpret meaning

5.2 Can make developed inferences drawing on evidence from the text and wider personal experience

5.3 Can prove or disprove a statement about character or setting by finding evidence in the text

5.5 Can explain and justify inferences, providing evidence from the text to support reasoning

5.6 Can empathise with different characters' points of view

6.1 Can make developed predictions that are securely rooted in the text

6.2 Can explain their prediction choices fully, using evidence from the text

6.3 Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text

7.1 Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole

7.2 Can find and discuss evidence of themes and conventions in different genres and forms of text

7.3 Can identify and comment on the grammatical features of text

7.4 Can identify key features such as setting, action, past events

7.5 Can identify and comment on the presentational features of text

7.6 Can use text format and text features accurately to determine text type

8.1 Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc.

8.2 Can comment upon the use and effect of the author's language on the reader

8.3 Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader

9.1 Can make accurate and appropriate comparisons within texts

9.2 Can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event