



Reading Attainment: Progression of Skills

Reading Skill	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1) Enjoying my reading	I can enjoy a range of books.	<p>I enjoy listening to a range of stories, poems and non-fiction read to me.</p> <p>I enjoy reading different books and talking about them.</p>	<p>I enjoy listening to a range of stories, classic, contemporary poetry and non-fiction.</p> <p>I choose to read different books and enjoy sharing them.</p>	<p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can discuss books written by a familiar author.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p>	<p>I can enjoy listening to, reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>I can talk about books by a familiar author and explain why I like or dislike them.</p> <p>I can read a range of books, including fairy stories, myths and legends, and retelling some of these orally with increasing familiarity.</p>	<p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) and read for a range of purposes.</p> <p>I can read a wide range of books including myths, legends and traditional stories, modern fiction, fiction for our literary heritage and books from other cultures and traditions.</p> <p>I can select and read books written by a favourite author.</p> <p>I can recommend and comment positively on texts that I have read.</p>	<p>I enjoy continuing to read and discuss an increasingly wide range of texts (fiction, poetry, plays and non-fiction books) for read for a range of purposes.</p> <p>I can read a wide range of books including myths, legends and traditional stories, modern fiction, fiction for our literary heritage and books from other cultures and traditions.</p> <p>I can select and read books written by a favourite author.</p> <p>I can recommend authors and texts to others and give reasons for my choices.</p>
2) Reading words	<p>I can sound out words and blend the sounds to make words.</p> <p>I can read simple sentences.</p>	<p>I can use phonics to sound out and blend new words.</p> <p>I can read tricky words and words with one or more syllable, including common exception words.</p> <p>I can read words with –s,-es,-ing,-ed,-er and –est endings.</p> <p>I can read contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe stands for the missing letter.</p> <p>I can read accurately books that are consistent with my phonic knowledge and re-read these books to build up my fluency and confidence in words reading.</p>	<p>I can read fluently and use phonics to decode and blend unfamiliar words.</p> <p>I can read tricky words and words with two or more syllables.</p> <p>I can check that the text makes sense as I read and make corrections.</p> <p>I can identify and read words with common suffixes and common exception words.</p>	<p>I can use my knowledge of decoding to read unfamiliar words, including further exception words.</p> <p>I can apply my knowledge of root words, prefixes and suffixes to understand new words as listed in English Appendix 1.</p>	<p>I can use my knowledge of decoding to read unfamiliar words.</p> <p>I can apply my knowledge of root words, prefixes and suffixes to understand new words.</p>	<p>I can use my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>I can read and pronounce unfamiliar words using my knowledge of letter strings.</p> <p>I can read around unfamiliar words to help me understand their meaning.</p>	<p>I can confidently use my knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words.</p> <p>I can read and pronounce unfamiliar words using my knowledge of letter strings.</p> <p>I can read around unfamiliar words to help me understand their meaning.</p>

<p>3) Exploring language</p>	<p>I can use words that I have learnt from books in my play.</p>	<p>I can talk about meanings of words. I can find words with similar meanings.</p>	<p>I can find out what a new word means. I can talk about my favourite words and phrases. I can begin to use dictionaries to check the meaning of words I have read with support.</p>	<p>I can use dictionaries to check the meaning of words I have read with support. I can discuss words and phrases that capture the reader's interest and imagination. I can check a text makes sense using an understanding of the words in context.</p>	<p>I can confidently use dictionaries to check the meaning of words I have read. I can check a text makes sense using an understanding of the words in context and explain it. I can discuss words and phrases that capture the reader's interest and imagination.</p>	<p>I can begin to use evidence to explain how authors' use of language impacts on the reader. I can evaluate the impact of figurative language on the reader. I can distinguish between statements of fact and opinion. I can understand, explore and explain the meaning of words in context with guidance.</p>	<p>I can understand, explore and explain the meaning of words in context. I can discuss vocabulary and phrases chosen by authors. I can use evidence to explain how authors' use of language impacts on the reader.</p>
<p>4) Recounting and summarising</p>	<p>I can tell others about what I have read.</p>	<p>I can retell a familiar story e.g. traditional tales and fairy stories. I can identify the beginning, middle and end of a story. I can tell you about what I have read.</p>	<p>I can retell a range of stories, traditional tales and fairy stories.</p>	<p>I can identify and summarise main ideas in a text. I can retell a wider range of stories orally. E.g. fairy stories, myths and legends I can use a range of graphic organisers to enhance my comprehension of a text.</p>	<p>I can identify the main ideas from the text and summarise them in my own words. I can retell a wide range of stories orally. I can use a range of graphic organisers to enhance my comprehension of a text.</p>	<p>I can deliver a formal presentation about texts I have read. I can summarise key points from paragraphs. I can link my paragraph summaries to main ideas.</p>	<p>I can deliver a formal presentation about key details and themes in a text I have read. I can summarise main ideas from more than one paragraph.</p>
<p>5) Making inferences</p>	<p>I can talk about what might happen in a book. I can guess what might happen next.</p>	<p>I can find clues in what has been said and done. I can make predictions based on clues from the text.</p>	<p>I can find clues in what has been said and done. I can make predictions based on clues from the text.</p>	<p>I can infer a character's feelings, thoughts and motives through their actions. I can justify inferences with evidence. I can make predictions based on details from the text.</p>	<p>I can infer the characters' feelings, thoughts and motives through their actions. I can justify inferences with evidence. I can make predictions based on details from the text and my own experiences.</p>	<p>I can draw inferences from the text about characters' feelings, thoughts and motives through their actions. I can use evidence from the text to support my decisions. I can make predictions from what is stated and what is implied.</p>	<p>I can draw inferences from the text about characters' feelings, thoughts and motives through their actions. I can use evidence from the text to support my decisions. I can make predictions from what is stated and what is implied.</p>
<p>6) How do writers make you feel?</p>	<p>I can talk about books I like.</p>	<p>I can explain how the storyline and pictures make me feel.</p>	<p>I can give my opinion about a story, poem or non-fiction text.</p>	<p>I can give my opinion on a story, poem or non-fiction text. I can begin to justify my opinion about a text.</p>	<p>I can draw on experiences from texts. I can give my opinion on similar themes and characters across texts.</p>	<p>I can discuss and evaluate how authors use language for effect. I can give reasons to justify my views</p>	<p>I can discuss and evaluate how authors use language for effect including figurative language. I can participate in discussions about books and build on my own and others' ideas. I can challenge views courteously.</p>

7) Comparing with my other reading	<p>I can talk about books that are alike.</p>	<p>I can identify similarities and differences between stories.</p>	<p>I can discuss and share my opinions about different texts.</p> <p>I can recognise words that are used across different stories and poems.</p>	<p>I can compare texts that are structured in different ways.</p> <p>I can compare books by the same and different authors.</p>	<p>I can use evidence to justify my opinions when comparing.</p> <p>I can identify themes and conventions used by different authors.</p> <p>I can compare texts that are structured in different ways.</p>	<p>I can compare themes and conventions across a wide range of genres.</p> <p>I can give reasoned opinions for my views when comparing within and across texts.</p>	<p>I can compare themes and conventions across a breadth of texts.</p> <p>I can give reasoned justifications for my views across a breadth of texts.</p>
8) Learning by heart	<p>I can join in with rhymes and stories that I know.</p>	<p>I can recite some poems and rhymes, including nursery rhymes.</p> <p>I can use actions to learn simple texts off by heart.</p>	<p>I can learn and recite poetry with appropriate intonation.</p>	<p>I can prepare poems to read aloud and perform using intonation and visual expression.</p>	<p>I can prepare poems and play scripts to read aloud and perform, showing my understanding through tone, volume and action.</p>	<p>I can learn a range of poems off by heart to perform to an audience.</p> <p>I can perform poems and plays showing a good level of intonation, tone and volume when I speak.</p>	<p>I can use conventions to learn poems and plays off by heart.</p> <p>I can suitably perform a range of poems and plays for different audiences.</p> <p>I can select appropriate intonation, tone and volume so that the meaning is clear to an audience.</p>
9) Identifying features and conventions of texts	<p>I know the different parts of a book.</p>	<p>I can recognise and join in with repeated patterns and phrases.</p> <p>I can name and explain different parts of a book. E.g. front cover, page, title, end papers, gutter</p>	<p>I can identify a sequence of events in a book.</p> <p>I can identify and use the structure of non-fiction books.</p>	<p>I can identify common themes in a wide range of books.</p> <p>I can recognise different forms of poetry.</p> <p>I can use the structure of a non-fiction book to retrieve information.</p>	<p>I can identify themes and conventions in a wide range of books.</p> <p>I can recognise different forms of poetry (narrative and free verse).</p> <p>I can understand how language, structure and presentation adds meaning to the text.</p> <p>I can use the structure of a non-fiction book to retrieve and record information.</p>	<p>I can understand the features of different texts.</p> <p>I can comment on why texts have been structured in different ways.</p> <p>I can retrieve, record and present information from non-fiction texts.</p>	<p>I can confidently comment on the structure and layout of a text.</p> <p>I can compare structures of different texts and comment on their effectiveness.</p> <p>I can identify how the structure of texts supports and guides the reader.</p>
10) Talking about my reading	<p>I can talk about what I liked and did not like in the books I read and share.</p>	<p>I can link what I have read to my own experiences.</p> <p>I can talk about stories I like and listen to other children's views.</p> <p>I can describe my favourite parts of a story.</p> <p>I can explain my understanding of a book that is read to me.</p>	<p>I can talk about books and poems that are read to me.</p> <p>I can talk about books and poems that I have read.</p> <p>I can ask and answer questions about my reading.</p>	<p>I can participate in discussion about books that are read to me.</p> <p>I can participate in discussion about books that I have read myself.</p> <p>I can ask questions about a text to improve my understanding.</p>	<p>I can ask questions to enhance my understanding of the text.</p> <p>I can make predictions from details in the text from what is implied.</p> <p>I can respectfully challenge others' views and ideas.</p>	<p>I can build on my own and others' ideas in discussions.</p> <p>I can give justifications to support my views.</p> <p>I can build on my own and others' ideas and challenge views courteously.</p>	<p>I can participate in discussions about books I am reading or books I have read with clarity.</p> <p>I can explain and discuss my understanding of what I have read through formal presentations and debates.</p> <p>I can use technical and other terms for discussing what I read and hear eg) metaphor, analogy, imagery, style and effect.</p>