Reading Progression at Courtwood Primary School						
Decoding	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
	I can read words by breaking them down into sounds. I quickly read given letters and groups of letters. I read new words by blending letter sounds together. I can read the common exception words I know how to read my word list words including words ending in -s, -es, -ing, -ed, - er and -est. I can correctly read longer words with more than one syllable I can read words that contain missing letters such as I'm, I'll, and we'll. I correctly read aloud the words from my book. I re-read my books so that I become a better reader.	I can read words quickly because I know how to sound out all parts of a word. I can recognise alternative sounds for graphemes in the words I read I can read most words quickly and accurately without lots of sounding and blending I can read words with two or three syllables. I can read words with common suffixes, such as -ing and -ed. I can read common exception words, recognising when the sounds do not always match the ones I have learnt When I see a new word, I can sound it out without help from an adult. When I re-read my books, I become better and better at reading the text	I can use my existing knowledge of root words, prefixes and suffixes to help myself read aloud and to understand the meaning of new words I am aware that some words sound different to how they are spelt.	I can use my existing knowledge of root words, prefixes and suffixes to help myself read aloud and to understand the meaning of new words I am aware that some words sound different to how they are spelt. I can read common exception words	I use my knowledge of morphology and etymology to both read aloud and to understand the meaning of new words that I meet	Can explain how I use my knowledge of morphology and etymology to both read aloud and to understand the meaning of new words that I meet

Range of reading	I can listen to and discussing a wide range of poems, stories and non-fiction at a level beyond which I can read myself When I read, I can tell you of similar things that have happened to me.	I can listen to, discuss and express views on a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond which I can read myself	I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction books and reference or textbooks I am able to choose from a range of books to find the information I require. I can talk about some different types of stories I have read I can read books that are structured in different ways and for a range of purposes	I can show you I have understood an increasingly wide range of texts I have read including fiction, poetry, plays, non-fiction books and reference or text books I am able to choose from a range of books that are set out differently but give me the information I require. I can talk about different types of genres I have read and explain my views	I read, discuss and understand a range of fiction, poetry, plays, non-fiction and reference books or textbooks I can read books across the curriculum and in daily life that are structured in different ways and for a range of purposes I can make comparisons within books and across books	I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as textbooks I can explain how and why books are structured in different ways and link this to their purpose I can confidently make detailed comparisons across books and genres
Familiarity with texts	I can tell you about the books we have read in class and can re-tell them to an adult. I can talk about the key features/characteristics of fairy tales and traditional stories I can recognise and join in with predictable parts of a story	I can recognise simple language patterns in stories and poems. I can tell you about all of the different stories I have read including fairy tales and traditional stories I can begin to make links between the different books I read	I can read a wide range of books, including fairy stories, myths and legends, and can retell some of these orally I can identify some themes and conventions in a range of books I read.	I can read and discuss a wide range of books, including fairy stories, myths and legends, and can retell some of these orally I can identify some themes and conventions in a wide range of books I read. *	I am becoming familiar 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 identify themes and conventions in and across a wide range of writing	I am increasingly familiar 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 identify, discuss and compare themes and conventions in and across a wide range of writing

Poetry and Performance	I like to listen to rhymes and poems I am beginning to recite some well-known poems off by heart	I am starting to learn more rhymes and poems by heart I can say out loud a number of poems I have learnt, using expression to make the meaning clear	I can perform poems and play scripts to read aloud, showing I understand by adding expression, changing the volume and adding actions I know that poetry comes in different forms.	I will perform poems and play scripts to read aloud showing I understand and engaging the listeners by adding expression, changing the volume and adding actions I can recognise different types of poetry.	I can recite a number of poems by heart I am able to read aloud and perform poems and plays using the appropriate intonation, tone and volume to help the audience with their own understanding	I can recite a wide range of poems by heart I am able to read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
Word Meaning	I can talk about what words mean. I can link new words to words I already know	I can talk about the meaning of new words. I can ask questions to check the meaning of words I haven't seen before I can link new words to words I already know and begin to think of other words with the same meaning I can talk about my favourite words and phrases	I can use my existing knowledge of root words, prefixes and suffixes to help me understand the meaning of new words I am aware that some words sound different to how they are spelt. I am beginning to read and understand some tier 2 vocabulary I am developing my understanding of synonyms and antonyms I use a dictionary to check the meaning of words I don't know	I can use my existing knowledge of root words, prefixes and suffixes to help me understand the meaning of new words I know that the same words can have different meanings I can read and understand a wide range of tier 2 vocabulary I can think of synonyms and antonyms for new words I learn I use a dictionary to check the meaning of words I don't know I can use a thesaurus to help me find synonyms for new words	I use some of the words and word parts that I understand already to think about what new words mean and sound like I am confident reading and understanding most tier 2 vocabulary I can discuss words and rank them according to their shades of meaning	I use the words and word parts that I can read and understand already to think about what new words mean and sound like. I can read and understand increasingly complex tier 2 vocabulary I can discuss words and rank them according to their shades of meaning, explaining the reasons behind my choices

Understanding	I can explain what has happened in the story someone has just read to me. I check what I am reading makes sense as I am reading through it I can use what I already know and information and words given to me by my teacher to help me understand	I understand the books I read and have read to me I check what I am reading makes sense as I read through and I correct any mistakes I make When I read, I am able to tell you about things in the order they happen and if they are connected. I can answer and ask questions about what I have read. I can use what I already know and information and words given to me by my teacher to help me understand	I can tell what the main ideas are from reading more than one paragraph and can begin to summarise I ask questions about a text or book. I think about what I read as I am reading to check that it makes sense I can discuss my understanding and explain what words mean in different contexts	I can tell what the main ideas are from reading more than one paragraph and can summarise them clearly I check what I am reading makes sense by talking about it. I ask questions to help me understand more about a book. I can identify different themes and conventions in a wide range of books I read	I check my understanding of a text through discussion and exploring the meaning of words in context I can ask questions about what I have read. I am able to make simple summaries of a given number of paragraphs I have read. I understand how words, phrases and structure all contribute to make different meanings in texts I read I am able to identify and discuss themes across a range of writing.	I understand what I read, even though books are set out in different ways and are written for different purposes. I am able to identify and discuss themes and conventions in and across a wide range of writing. I check my understanding of books I have read through discussion and exploring the meaning of words I can ask questions about what I have read to further improve my understanding. I am able to identify key details and ideas in texts by summarising a given number of paragraphs I have read. I can explain how words, phrases and structure all contribute to make different meanings in texts I read
Inference	I can tell you about why a character does/says or feels something because of what is said or done I can talk about the importance of the title and events	I can make inferences on the basis of what has been said or done I can answer and ask questions about the books I read	I can make inferences about a character's feelings, thoughts and motives from their actions using evidence from the text	I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their	I use evidence from different parts of the text to support my inferences such as showing characters' feelings, thoughts and motives from their	I show my understanding of what I have read by drawing inferences from within the text and justifying them with evidence.

		I can draw upon my own life experiences and general knowledge to make inferences	I make inter-sentence inferences, understanding the use of pronouns I can understand the intonation of a character's words	actions across the story. I can make inferences about settings	actions across the story. Using evidence from the text, I can make inferences about character's relationships between one another	I can recognise and explain author's biases and view of the world I can make conclusions from the information presented in a text
Prediction	I can predict what happens next based on what I have read so far.	I can make a sensible prediction about what happens next based on what I have read so far.	I can predict events in stories using what has happened already and ideas that have been implied I can use the word 'because' to explain my predictions	I can predict events in stories using what has happened already and ideas that have been implied. I can clearly explain my predictions using evidence from the text	I can predict events in stories using what has happened already and ideas that have been implied. I can use my knowledge of similar text types to support and justify my predictions	From my reading, I can predict what may happen in a story from details given and suggested in the text. I can confidently use evidence from the text and others books I have read to explain and justify my predictions
Authorial Intent	I can explain what jobs an author and an illustrator do I can describe the pictures I create in my head when reading	I can begin to think about why authors have chosen certain words I can talk about which words best help me imagine characters and settings in my head	I understand that books are set out to help the reader to understand the meaning I can identify words and phrases that capture the reader's interest and imagination	I can identify how language, structure and presentation contribute to meaning I can identify and discuss the words and phrases that capture the reader's interest and imagination	I can identify and explain how language, structure and presentation contribute to meaning I can identify the words and phrases chosen by the author to have an impact on the reader	I can identify, explain and compare how the language, structure and presentation of different texts contribute to meaning I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-Fiction	I can read and enjoy a range of non-fiction books linked to topics that interest me I am beginning to identify the features of a non-fiction book I can sort books into fiction and non-fiction	I can read a range of non-fiction books linked to the topics we study in class I know non-fiction books can be structured in different ways I can identify the features of a non-	I can use non-fiction books to find information. I can use the features of a non-fiction book to help me find information	I can use non-fiction books to answer specific questions I can compare non-fiction books on the same subject and explain which one I prefer and why	I can use the organisational features of non-fiction texts to help me find and record information I can present the information I find in non-fiction texts	I can use the organisational features of non-fiction texts to help me find and record relevant information I can present the information I find in

		fiction book and explain why they are helpful I can explain the difference between fiction and non-fiction texts.		I can give my own opinions about the layout and organisation of non-fiction books	I know the difference between a fact and an opinion.	non-fiction texts in a variety of ways I can distinguish between statements of fact and opinion.
Discussing Reading	I listen to and discuss books that have been read to me I discuss the titles and events from the books I read, showing that I understand I take turns to listen and discuss when I am in a group.	I listen, discuss and can say what I think about poems, stories and non-fiction books I have read and that have been read to me I can explain and discuss what has happened in books that either I have read or have been read to me I take turns to discuss and listen to what others have to say	I can take turns when discussing books, I have read, or had read to me and listen to what others have to say. I will discuss words and phrases that interest me. I will be able to give an opinion about the books I read and have read to me	I can take turns when discussing books I have read, or had read to me and can listen and respond to what others have to say. I will discuss words and phrases that interest me and explain why I will be able to give an opinion about the books I read and have read to me and explain why	I can recommend books I have read to my friends, giving reasons for my choices I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own. I can present or debate on topics I have read about, using notes if necessary. I am able to support my views with evidence	I can recommend books I have read to my friends, giving detailed reasons for my choices I participate in discussions about books I have read, or those that have been read to me by listening to others' ideas and at times challenging views courteously if they differ from my own, using the text to support my argument I can use the information I have read to effectively present or debate on topics I can provide reasoned justifications and evidence to support my views