

Decoding and Fluency

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- I can blend sounds in unfamiliar words using the GPCs I have been taught. - I can respond speedily and give the correct sound to graphemes for all of the 40+ phonemes. - I can read words containing taught GPCs <u>and apply my knowledge of alternative graphemes for phonemes</u>. - I can read words containing different endings. <i>Including: -s, -es, -ing, -ed, and -est.</i> - I can read words with contractions <u>and understand that the apostrophe represents the omitted letters</u>. <i>Including: O'm, I'll, we'll</i> - I can read texts that are consistent with my developing phonics knowledge accurately and do not require me to use other strategies to work out words. - I can re-read texts to build up fluence and confidence in word reading.	- I can read accurately most words of two or more syllables. - I can read more words containing common suffixes. - I can read words accurately and fluently without overtly sounding and blending them e.g. at over 90 words per minute. - I can sound out most unfamiliar words accurately, without undue hesitation.	- I can usually read fluently and am growing more aware of punctuation in longer sentences. - I am beginning to apply my growing knowledge of root words and prefixes to start to read aloud and to understand the meaning of new words I meet. <i>Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</i> - I am starting to apply <u>my knowledge of root words and suffixes/word endings to read aloud with greater fluency</u>. <i>Including: -ation, -ily, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.</i>	- I can usually read fluently, decoding longer words with support, testing out different pronunciations. - I can apply my growing knowledge of root words and prefixes to begin to read aloud and to understand the meaning of new words I meet. <i>Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</i> - I can apply my growing knowledge of root words and suffixes or word endings to begin to read aloud and to understand the meaning of new words I meet. <i>Including: -ation, -ily, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.</i>	- I am able to identify a full range of prefixes and suffixes and use these to help me understand the meaning of unfamiliar words. - <u>I can read a wider range of challenging text with improving fluency and understanding, decoding the majority of unfamiliar words with speed and skills</u>. - <u>I can use my knowledge of prefixes, root words, suffixes/word endings to read with greater fluency and understanding.</u>	- I can read fluently with full knowledge of all year 5/6 exception words, root words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through context clues.

Greater depth objective

Keyword to show progression from previous/next year group

Common Exception Words

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- I can read common exception words.	- I can read most KS1 common exception words.	- I can confidently read all KS1 high frequency words on sight and am starting to read most year 3/4 exception words with more confidence.	- I can read most year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	- I can read with increasing fluency and can read the majority of the year 5/6 exception words.	- I can read all of the year 5/6 common exception words.

Poetry and Performance

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- 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.	- <u>I can prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</u> - <u>I can begin to use appropriate intonation and volume when reading aloud.</u>	- <u>I can recognise and discuss a range of forms of poetry(e.g. free verse or narrative poetry).</u> - <u>I can prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</u>	- I can continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	- I can confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.

Greater depth objective

Keyword to show progression from previous/next year group

Reading attitude and understanding

Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			I can develop a positive attitude to reading and understanding what I have read by:	I can develop a positive attitude to reading and understanding what I have read by:	I can maintain a positive attitude to reading and understanding what I have read by:	I can maintain a positive attitude to reading and understanding what I have read by:
	- I can demonstrate a pleasure for reading and a motivation to read. - I can link what I have read or heard to my own experiences. - I can listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which I can read independently. - I can retell familiar stories in increasing detail <u>and consider their particular characteristics</u>. - I can check that a text makes sense to me as I read it and to self-correct. - I can join in discussions about a text, take turns and listen to what others say. - <u>I can discuss my reading preferences, including my favourite authors and genres.</u> - <u>I can retell familiar stories in much detail and consider their particular characteristics.</u> - <u>I can clearly explain my understanding of both the texts I can already read accurately and fluently, and those I listen to.</u>	- I can check a familiar text, which I can read accurately and fluently, makes sense to me. - I can answer questions on the basis of what is being said and done in a familiar text. - <u>I can make links between the text that I am reading and other texts that I have read (independently)</u>	- reading using different sounds and self-checking that it makes sense. - reading a wider range of books and participating in discussions about them. - using appropriate terminology <u>with greater confidence</u> when discussing texts and the plot, characters and settings.	- reading with an awareness of the audience by changing my intonation and pace. - <u>when reading out loud, selecting a range of appropriate techniques, including intonation, tone, volume and action, in order to show awareness of the audience.</u> - reading books that are structured in different ways for a range of purposes and participating in discussions about them. - <u>discussing and comparing texts from a wider variety of genres and writers, referring to authorial style, themes and features.</u> - using appropriate terminology when discussing texts and the plot, characters and settings.	- when reading out loud, considering how my intonation, tone and volume could be changed for different audiences. - making comparisons between familiar books. - reading a wider range of genres with different structures and purposes for pleasure. - <u>I can understand what I have read by starting to recognise themes in what I read.</u> - <u>I can understand what I have read by comparing characters, settings and themes within a text.</u> - <u>I can understand what I have read by considering different viewpoints and stating how they differ.</u>	- adapting intonation, tone and volume to suit the purpose and audience, when reading aloud. - <u>confidently performing texts using a wide range of devices to engage the audience and for effect.</u> - making comparisons within and across books. - reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types. - <u>reading for pleasure, discussing, comparing and evaluating in depth a wide range of genres, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</u> - <u>I can understand what I have read by recognising themes in what I read.</u> - <u>I can understand what I have read by comparing characters, settings and themes within a text and across more than one text.</u> - <u>I can understand what I have read by considering different accounts of the same event and discussing viewpoints.</u>

Greater depth objective

Keyword to show progression from previous/next year group

Prediction						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			I can understand what I have read, in books I can read independently, by:	I can understand what I have read, in books I can read independently, by:	I can understand what I have read by:	I can understand what I have read by:
	- I can predict what might happen next on the basis of what I have read so far. - I can make sensible predictions supported by evidence.	- I can predict what might happen next on the basis of what I have read so far, in a text I can read independently.	- predicting what might happen next from details stated. - justifying predictions sometimes using evidence from the text.	- predicting what might happen next from details stated and implied. - justifying predictions with evidence from the text.	- making plausible predictions, based on details stated and implied, and starting to use evidence from the text to support these.	- making predictions, based on details stated and implied, with evidence from the text.

Inference						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			I can understand what I have read, in books I can read independently, by:	I can understand what I have read, in books I can read independently, by:	I can understand what I have read by:	I can understand what I have read by:
	- I can begin to make simple inferences. - I can make inferences based on what is being said and done.	- I can make some inferences on the basis of what is being said and done in a familiar text (in a text I can read independently).	- drawing simple inference related to character's feelings. - drawing simple inferences from characters' feelings, thought and actions, and am starting to support my views with evidence from the text.	- drawing simple inference with evidence such as inferring characters' feelings. - drawing inferences from characters' feelings, thoughts and motives that justifies their actions, supporting my views with evidence from the text.	- drawing simple inferences and inferring characters' feelings, thoughts and actions whilst justifying these with evidence. - I can understand what I have read by drawing inferences based on direct and indirect clues.	- drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. - discussing how characters change and develop through texts by drawing inferences based on indirect clues.

Greater depth objective

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Non-Fiction						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- <u>I can use age-appropriate non-fiction texts to extract information.</u>	- I can recognise that non-fiction books are often structured in different ways.	- I can label different parts of a text e.g. title, sub-title, diagram, caption, glossary. - I can <u>begin</u> to use a dictionary to check the meaning of words I have read.	- I can retrieve and record information from non-fiction texts using conventions such as indexes, contents pages and glossaries. - I can use a dictionary to check the meaning of words I have read.	- I can identify statements of fact and opinion <u>providing reasoned justifications for my views.</u> - I can retrieve, record and present information from texts to other readers in informal notes and formal presentations. - I can participate in discussions about books which are read to me and those that I can read for myself <u>and offer a clear viewpoint by referring confidently to the text.</u>	- I can distinguish independently between statements of fact and opinion, <u>providing reasoned justifications for my views.</u> - I can retrieve, record and present information from texts to other readers in informal notes and formal presentations. - I can participate in discussions about books which are read to me and those that I can read for myself, <u>building on my own and others' ideas and challenging views courteously.</u>

Greater depth objective

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Vocabulary						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- I can discuss word meaning and link new meanings to those I already know. - I can discuss the significance of titles and events.	- I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. - I can discuss my favourite words and phrases.	- I can explore potential meanings of more ambitious vocabulary when read in context. - <u>I can make sensible predictions about the meaning of new words using contextual, structural and visual clues.</u>	- <u>I can discuss vocabulary used by the author to create effect.</u>	- I can understand what I have read by asking questions about a familiar text. - I can understand what I have read by explaining how language can give the reader certain impressions about the text. - <u>I can understand what I have read by understanding the difference between literal and figurative language and explain the effects of imagery on the reader.</u>	- I can understand what I have read by asking questions about a text. - I can understand what I have read by explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text.

Summarising						
Foundation Stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			- <u>I can understand what I have read, in books I can read independently by identifying the main ideas drawn from more than one paragraph and summarise these</u>	- <u>I can understand what I have read, in books I can read independently by identifying the main ideas drawn from more than one paragraph and summarising these</u>	- <u>I can understand what I have read by summarising what paragraphs are about and how they are linked.</u>	- I can understand what I have read by drawing out key information and summarising the main ideas in a text.

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