



'Educating For Life  
In All Its Fullness'  
(John 10:10)

## Harewood C of E Primary School Reading Progression Document

### Year 1 Reading Progression of Skills

#### 1. **The Child as a Reader**

I am becoming increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales  
I am developing pleasure in reading  
I can recognise rhymes and some simple poems

#### 4. **Comprehension (Sequencing)**

I can identify components of a story - beginning, middle and end

#### 2. **Word reading, decoding and understanding**

I can apply phonic knowledge as a route to decode words  
I can recognise, read and identify correct sound to grapheme for all 40+ phonemes  
I can recognise, read and identify alternative sounds for some graphemes  
I can break words into more than one syllable that contain taught GPCs  
I can read words with increasing fluency without overt sounding and blending  
I can read common exception words  
I can recognise and read prefix un and use this to construct meanings of words  
I can recognise & read a range of suffixes & use to construct meanings of words in context e.g. s, es, ing, er, est, ed  
I can recognise an increasing range of punctuation ( . CL ! ? ) use to add expression and understanding to the text  
I can use the context of the text and pictures to help read unfamiliar words  
I can read words with simple contractions  
I can discuss word meanings, linking new meanings to those they already know

#### 5. **Comprehension (Inference)**

I can answer simple 'How' and 'Why' questions from pictures or text  
I can discuss the actions of characters and justify views on the basis of what is being said and done

#### 3. **Comprehension (Retrieval)**

I can join in with predictable phrases or refrains  
I can explain what is read in their own words  
I can recall main points (who, what, where, when, how, why answers)  
I can link what they read or hear to their own experiences

#### 6. **Comprehension (Prediction)**

I can discuss the significance of the title  
I can make predictions sometimes based on what has been read so far



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<b>Year 2 Reading Progression of Skills</b>	
<p><b>1. The Child as a Reader</b> I am becoming increasingly familiar with a wide range of stories, fairy stories and traditional tales I am developing pleasure in reading I can participate in discussion about both books that are read to them and those they read for themselves I can recognise recurring literary language in poems and stories</p>	<p><b>4. Comprehension (Sequencing)</b> I can identify components of a story - beginning, middle and end I can sequence events in text</p>
<p><b>2. Word reading, decoding and understanding</b> I can decode unknown words applying phonic knowledge I can recognise, read and identify the full range of vowel graphemes I can recognise, read and identify the full range of consonant graphemes I can break words into two or more syllables I can read 90 words per minute at expected standard I can read further common exception words I can recognise and read a range of suffixes and use to construct the meanings of words in context e.g. ed, ing, er, est, ly, ful, less, ness, ment I can recognise a range of punctuation (. CL ! ? " ' , ) and use to add expression &amp; understanding to the text I can use the context of the text to help read unfamiliar words I can discuss word meanings, linking new meanings to those they already know I can recognise adjectives, adverbs and similes I can identify how vocabulary choices effect meaning</p>	<p><b>5. Comprehension (Inference)</b> I can discuss the actions of characters and justify views on the basis of what is being said and done I can summarise the main points from a passage or a text I can identify and discuss favourite words and phrases I can ask questions to improve their understanding of a text I am beginning to identify the author's main purpose for writing I can explain what the writer might be thinking</p>
<p><b>3. Comprehension (Retrieval)</b> I can recall main points with reference to the text (who, what, where, when, how, why answers) I can read closely to obtain specific information e.g. what type of clothes someone was wearing I can identify, select and highlight key words in a sentence to answer recall questions I am beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters I can recognise and talk about the main differences between fiction and non-fiction texts</p>	<p><b>6. Comprehension (Prediction)</b> I can make predictions on basis of what has been read so far</p>

<b>Year 3 Reading Progression of Skills</b>	
<p><b>1. The Child as a Reader</b> I am becoming increasing their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally I can read for enjoyment and chooses to read (can absorb themselves in a book/text)</p>	<p><b>5. Comprehension (Language in context and choice of language)</b> I can discuss word meanings, linking new meanings to those they already know I can recognise adjectives, adverbs/simple adverbial phrases and similes</p>



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(Since 1870)

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<p>I can recognise some different forms of poetry (for example, free verse, narrative poetry) I can read books that are structured in different ways and comment on their structures I can read for a range of purposes I can use a dictionary to check the meaning of words they have read</p>	<p>I 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' I can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next I can collect words from their reading to use in their own writing I can explain how simple and complex sentences influence meaning</p>
<p><b>2. Word Reading and Decoding</b> I can decode unknown words rapidly and without undue hesitation I can recognise, read and identify the full range of vowel graphemes I can recognise, read and identify the full range of consonant graphemes I can break words into syllables I can read 200 words at expected level in 5 minutes I 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... I can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g. ...tion, ...ive, ...ic I can recognise an increasing range of punctuation (. CL ! ? " ' , ) and use this to add expression and understanding to the text, including the apostrophe for omission I can use the context of the sentence to help read unfamiliar words</p>	<p><b>6. Comprehension (Responding to text)</b> I am beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed' I am beginning to identify main ideas drawn from more than one paragraph I can explain how they think the author wants the reader to respond I can explain what the writer might be thinking - 'He thinks they are being mean' I am beginning to identify and comment on different points of view in the text I can simply evaluate specific texts with reference to text type e.g. these are good instructions because...</p>
<p><b>3. Comprehension (Retrieval)</b> I am showing an understanding of main points with reference to the text (who, what, where, when, how, why) I can read closely to obtain specific information e.g. what type of clothes someone was wearing I can identify, select and highlight key words in a sentence to answer recall questions I am beginning to scan for a specific purpose e.g. looking for specific information: names of characters etc I am beginning to skim e.g. to search for adjectives which describe a character I can recognise and talk about the main differences between fiction and non-fiction texts I can identify the key features of different text types I can understand and talk about the purpose of a specific paragraph e.g., it groups information together about... I can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts</p>	<p><b>7. Comprehension (Themes and Conventions)</b> I can make simple connections between books by the same author e.g., 'Dick King Smith often writes about animals' I can recognise some features of the text that relate to its historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what they wore then' or 'Grandpa Chatterji wears a dohti because he comes from India.'</p>
<p><b>4. Comprehension (Making Inferences)</b> I can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author) I can discuss the actions of the main characters and justify views using evidence from the text I can summarise the main points from a passage or a text I can make inferences about characters' actions in a story based upon evidence from the text I can identify and discuss characters, speculating how they might behave and giving reasons linked to the text I can empathise with a character's motives and behaviour I can identify the language used to create mood</p>	<p><b>8. Oracy and Reading</b> I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks I can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say I can ask questions to improve their understanding of a text I can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action I can read dialogue with appropriate expression</p>

<p><b>Year 4 Reading Progression of Skills</b></p>	
<p><b>1. Child as a reader</b> I can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it</p>	<p><b>5. Comprehension (Language in context and choice of language)</b> I can discuss word meanings, based on their existing vocabulary knowledge I can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc</p>

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<p>I am able to choose books that they enjoy and will challenge them          I am familiar with different types of poetry          I can recognise similarities and differences between texts structured in different ways          I can use reading as a tool to support other aspects of learning          I understand when it would be helpful to use a dictionary to support reading</p>	<p>I can explain how vocabulary choices affect meaning in a range of text types          I can identify language used to create atmosphere and discuss why this language has been chosen          I can use new language from their own reading experiences in their written and spoken work          I can discuss how the use of different sentence types changes the meaning of a passage</p>
<p><b>2. <u>Word reading and decoding</u></b>          I can read age-appropriate texts with a good level of fluency and stamina          I can use a range of strategies to decode unfamiliar words          I can read and understand the meaning of words with prefixes from the Year 3/4 curriculum          I can read and understand the meaning of words with suffixes from the Year 3/4 curriculum          I can use a range of punctuation to add meaning to what they are reading          I can give meaning to new language using the context in which it appears</p>	<p><b>6. <u>Comprehension (Responding to the text)</u></b>          I can identify the main purpose of a text          I can discuss ideas from throughout a text e.g. how a conclusion may be linked to an opening          I am able to identify intended impact of a text and explain whether they feel the text has had the desired effect          I can discuss viewpoints in a text, where appropriate of more than one character          I can evaluate the overall quality of a text, as well as the inclusion of specific features</p>
<p><b>3. <u>Comprehension (Retrieval)</u></b>          I understand and can explain the main points from what they have read, with direct reference to the text          I can identify explicit details from the text, showing the section of the text they found the information          I am able to skim short passages to answer recall questions          I am able to scan short passages to answer recall questions          I can talk about key differences between text types, including texts of the same type but written by different authors          I am able to explain how paragraphs have been used to organise a text          I am able to explain how the format and presentation of a text impacts on the reader</p>	<p><b>7. <u>Comprehension (Themes and conventions)</u></b>          I can use my broad reading experiences to compare books by the same author or on a similar theme          I am beginning to recognise the importance of cultural or historical settings on how a text is composed</p>
<p><b>4. <u>Comprehension (Making inferences)</u></b>          I can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas          I am able to describe the actions of characters in a text and begin to explain them, in the context of the narrative          I can summarise the main points from a section of text          I can make inferences about characters' actions in a story based on evidence from the text          I can empathise with a character's motives and behaviours</p>	<p><b>8. <u>Oracy and reading</u></b>          I can confidently discuss a range of reading experiences with peers and adults          I can respond orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion          I can choose skilful questions to improve their understanding of the text          I can confidently read a range of texts aloud, considering intonation, tone, volume and actions          I can demonstrate an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.</p>

<b>Year 5 Reading Progression of Skills</b>	
<p><b>1. <u>Child as a reader</u></b>          I can give developed detail in discussion about a range of texts, including personal opinion          I can explain different reasons for reading, including for enjoyment</p>	<p><b>5. <u>Comprehension (Language in context and choice of language)</u></b>          I can explain clearly how vocabulary choices affect meaning in a range of text types          I can recognise a range of descriptive devices including figurative language</p>

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<p>I can persevere with challenging texts                  I can read and discuss the construction and meaning of different types of poetry                  I can compare and evaluate different texts against their intended purpose</p>	<p>I can comment upon language choices/structures of different authors (particularly in poetry)                  I can confidently use new language from their own reading experiences in their written and spoken work                  I can explain the use of sentence structures according to desired effect on the reader</p>
<p><b>2. <u>Word reading and decoding</u></b>                  I can read with fluency and stamina                  I can use a range of strategies to decode unfamiliar words without impacting on overall fluency                  I can read and understand the meaning of words with prefixes from the Year 5/6 curriculum                  I can read and understand the meaning of words with suffixes from the Year 5/6 curriculum                  I can explain how punctuation and sentence construction is used to enhance meaning                  I can use knowledge of vocabulary and context to give meaning to new language</p>	<p><b>6. <u>Comprehension (Responding to the text)</u></b>                  I can explain the inclusion of different sections of a text i.e., tables in NF, flashbacks in narrative etc                  I can select information from across a text to explain or illustrate their ideas                  I can compare the behaviour and feelings of different characters in a text</p>
<p><b>3. <u>Comprehension (Retrieval)</u></b>                  I can retrieve key details and some quotations from the text to demonstrate understanding of key details/information in a text                  I can identify explicit details from the text, showing exactly where in the text they found the information                  I am able to skim whole texts to answer recall questions                  I am able to scan whole texts to answer recall questions                  I can identify the text type according to key features                  I can recognise common themes/styles in texts written by the same author                  I can comment on the impact of organisational and presentational features of a text</p>	<p><b>7. <u>Comprehension (Themes and conventions)</u></b>                  I can identify key themes and styles in books and extracts by a range of authors                  I can explain the importance of cultural or historical settings on how a text is composed</p>
<p><b>4. <u>Comprehension (Making inferences)</u></b>                  I can give feasible, reasoned predictions based on evidence                  I can explain isolated events from a text, in the context of the whole narrative                  I can summarise the main points from a whole text                  I can prove or disprove simple statements about a character by finding evidence in a text                  I am beginning to use evidence from description, dialogue and action to support their ideas                  I can empathise with a character's motives and behaviours</p>	<p><b>8. <u>Oracy and reading</u></b>                  I can make links between own reading experiences and that of others                  I can construct detailed responses about what they have read, demonstrating deep understanding and maturity as a reader                  I can probe texts deeply through their own questioning and evaluation                  I can confidently present texts aloud to a range of audiences                  I can use information from the text to direct their presentation of it to others</p>

<p><b>Year 6 Reading Progression of Skills</b></p>	
<p><b>1. <u>The child as a reader</u></b>                  I can use appropriate decoding strategies fluently and accurately                  I can skim texts to get the general idea of the content of a piece                  I can scan texts to find particular information                  I can read aloud with intonation that shows understanding                  I can construct visual images                  I can compare, contrast and evaluate different texts                  I can talk about the types of texts they enjoy and that interest them                  I can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression</p>	<p><b>6. <u>Predict what might happen from details stated and implied</u></b>                  I can make developed predictions that are securely rooted in the text                  I can explain their prediction choices fully, using evidence from the text                  I can make predictions about characters including how their behaviour may/may not change justifying answers with reference to the text                  I can make predictions about characters including how they may/ not appeal to the reader, justifying answers with reference to the text</p>

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<p><b>2. Give/explain the meaning of words in context</b>          I can show an understanding of the meaning of vocabulary in different contexts          I can find and copy one word/groups of words with a particular meaning          I can find words in a text that most closely match the meaning of a given word          I can explain what words suggest about a given subject          I can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean</p>	<p><b>7. Identify/explain how information/narrative content is related &amp; contributes to meaning as a whole</b>          I can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole          I can find and discuss evidence of themes and conventions in different genres and forms of text          I can identify and comment on the grammatical features of text          I can identify key features such as setting, action, past events          I can identify and comment on the presentational features of text          I can use text format and text features accurately to determine text type</p>
<p><b>3. Retrieve and record information/identify key details from fiction and non-fiction</b>          I can retrieve key details and quotations to demonstrate understanding of character, events and information          I can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text          I can provide developed explanations for key information, events, character actions and motivations          I can provide straightforward explanations for the purpose of the language, structure and presentation of texts          I can identify whether statements from a text are fact or opinion          I can decide whether statements about a text are true or false, using direct reference to the text</p>	<p><b>8. Identify/explain how meaning is enhanced through choice of words and phrases</b>          I can identify a range of figurative language e.g., metaphor, simile, alliteration, idioms, euphemism, personification etc.          I can comment upon the use and effect of the author's language on the reader          I can explain the effect of figurative language upon the reader          I can identify what impression a word/words give the reader          I can understand and recognise different forms of poetry, discuss their meaning and impact on the reader</p>
<p><b>4. Summarise main ideas from more than one paragraph</b>          I can accurately and selectively summarise main ideas, events, characters and information from fiction          I can accurately and selectively summarise main ideas, events, and information from non-fiction          I can identify key details and use quotes for illustration          I can accurately order summaries of different paragraphs within a text          I can identify the main message in a poem/story          I can use information from the whole text to answer questions e.g. true or false</p>	<p><b>9. Make comparisons within the text</b>          I can make accurate and appropriate comparisons within texts          I can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event</p>
<p><b>5. Make inference from the text, explain &amp; justify inferences with evidence from texts</b>          I can search for simple clues within the text to support 'reading between the lines'          I can make developed inferences drawing on evidence from the text and wider personal experience          I can use clues from action, dialogue and description to interpret meaning          I can prove or disprove a statement about character or setting by finding evidence in the text          I can explain and justify inferences, providing evidence from the text to support reasoning          I can empathise with different characters' points of view</p>	

<b>1.The child as a reader</b>	
<b>Year 1</b>	I am becoming increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales I am developing pleasure in reading I can recognise rhymes and some simple poems
<b>Year 2</b>	I am becoming increasingly familiar with a wide range of stories, fairy stories and traditional tales I am developing pleasure in reading I can participate in discussion about both books that are read to them and those they read for themselves I can recognise recurring literary language in poems and stories
<b>Year 3</b>	I am becoming increasing their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally

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	<p>I can read for enjoyment and chooses to read (can absorb themselves in a book/text)</p> <p>I can recognise some different forms of poetry (for example, free verse, narrative poetry)</p> <p>I can read books that are structured in different ways and comment on their structures</p> <p>I can read for a range of purposes</p> <p>I can use a dictionary to check the meaning of words they have read</p>
<b>Year 4</b>	<p>I can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it</p> <p>I can choose books that they enjoy and will challenge them</p> <p>I am familiar with different types of poetry</p> <p>I can recognise similarities and differences between texts structured in different ways</p> <p>I can use reading as a tool to support other aspects of learning</p> <p>I understand when it would be helpful to use a dictionary to support reading</p>
<b>Year 5</b>	<p>I can give developed detail in discussion about a range of texts, including personal opinion</p> <p>I can explain different reasons for reading, including for enjoyment</p> <p>I can persevere with challenging texts</p> <p>I can read and discuss the construction and meaning of different types of poetry</p> <p>I can compare and evaluate different texts against their intended purpose</p>
<b>Year 6</b>	<p>can use appropriate decoding strategies fluently and accurately</p> <p>I can skim texts to get the general idea of the content of a piece</p> <p>I can scan texts to find particular information</p> <p>I can read aloud with intonation that shows understanding</p> <p>I can construct visual images</p> <p>I can compare, contrast and evaluate different texts</p> <p>I can talk about the types of texts they enjoy and that interest them</p> <p>I can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression</p>

### 2. Word reading, decoding, and understanding

<b>Year 1</b>	<p>I can apply phonic knowledge as a route to decode words</p> <p>I can recognise, read and identify correct sound to grapheme for all 40+ phonemes</p> <p>I can recognise, read and identify alternative sounds for some graphemes</p> <p>I can break words into more than one syllable that contain taught GPCs</p> <p>I can read words with increasing fluency without overt sounding and blending</p> <p>I can read common exception words</p> <p>I can recognise and read prefix un and use this to construct meanings of words</p> <p>I can recognise &amp; read a range of suffixes &amp; use to construct meanings of words in context e.g. s, es, ing, er, est, ed</p> <p>I can recognise an increasing range of punctuation (. CL ! ? ) use to add expression and understanding to the text</p> <p>I can use the context of the text and pictures to help read unfamiliar words</p> <p>I can read words with simple contractions</p> <p>I can discuss word meanings, linking new meanings to those they already know</p>
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<p><b>Year 2</b></p>	<p>I can decode unknown words applying phonic knowledge          I can recognise, read and identify the full range of vowel graphemes          I can recognise, read and identify the full range of consonant graphemes          I can break words into two or more syllables          I can read 90 words per minute at expected standard          I can read further common exception words          I can recognise and read a range of suffixes and use to construct the meanings of words in context e.g. ed, ing, er, est, ly, ful, less, ness, ment          I can recognise a range of punctuation (. CL ! ? " " , ') and use to add expression &amp; understanding to the text          I can use the context of the text to help read unfamiliar words          I can discuss word meanings, linking new meanings to those they already know          I can recognise adjectives, adverbs and similes          I can identify how vocabulary choices effect meaning</p>
<p><b>Year 3</b></p>	<p>I can decode unknown words rapidly and without undue hesitation          I can recognise, read and identify the full range of vowel graphemes          I can recognise, read and identify the full range of consonant graphemes          I can break words into syllables          I can read 200 words at expected level in 5 minutes          I 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...          I can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g., ...tion, ...ive, ...ic          I can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission          I can use the context of the sentence to help read unfamiliar words</p>
<p><b>Year 4</b></p>	<p>I can read age-appropriate texts with a good level of fluency and stamina          I can use a range of strategies to decode unfamiliar words          I can read and understand the meaning of words with prefixes from the Year 3/4 curriculum          I can read and understand the meaning of words with suffixes from the Year 3/4 curriculum          I can use a range of punctuation to add meaning to what they are reading          I can give meaning to new language using the context in which it appears</p>
<p><b>Year 5</b></p>	<p>I can read with fluency and stamina          I can use a range of strategies to decode unfamiliar words without impacting on overall fluency          I can read and understand the meaning of words with prefixes from the Year 5/6 curriculum          I can read and understand the meaning of words with suffixes from the Year 5/6 curriculum          I can explain how punctuation and sentence construction is used to enhance meaning          I can use knowledge of vocabulary and context to give meaning to new language</p>
<p><b>Year 6</b></p>	<p><b><u>Give/explain the meaning of words in context</u></b>          I can show an understanding of the meaning of vocabulary in different contexts          I can find and copy one word/groups of words with a particular meaning          I can find words in a text that most closely match the meaning of a given word          I can explain what words suggest about a given subject          I can talk about a growing repertoire of vocabulary and know how to independently find out what unknown words in text mean</p>





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3. <u>Comprehension (Retrieval)</u>	
<b>Year 1</b>	<p>I can join in with predictable phrases or refrains</p> <p>I can explain what is read in their own words</p> <p>I can recall main points (who, what, where, when, how, why answers)</p> <p>I can link what they read or hear to their own experiences</p>
<b>Year 2</b>	<p>I can recall main points with reference to the text (who, what, where, when, how, why answers)</p> <p>I can read closely to obtain specific information e.g., what type of clothes someone was wearing</p> <p>I can identify, select and highlight key words in a sentence to answer recall questions</p> <p>I am beginning to scan for a specific purpose e.g., looking for specific information e.g., names of characters</p> <p>I can recognise and talk about the main differences between fiction and non-fiction texts</p>
<b>Year 3</b>	<p>I am showing an understanding of main points with reference to the text (who, what, where, when, how, why)</p> <p>I can read closely to obtain specific information e.g., what type of clothes someone was wearing</p> <p>I can identify, select and highlight key words in a sentence to answer recall questions</p> <p>I am beginning to scan for a specific purpose e.g., looking for specific information: names of characters etc</p> <p>I am beginning to skim e.g., to search for adjectives which describe a character</p> <p>I can recognise and talk about the main differences between fiction and non-fiction texts</p> <p>I can identify the key features of different text types</p> <p>I can understand and talk about the purpose of a specific paragraph e.g., it groups information together about...</p> <p>I can understand and talk about the features of page layout in non-fiction texts e.g., titles, subheadings, labels, diagrams and charts</p>
<b>Year 4</b>	<p>I understand and can explain the main points from what they have read, with direct reference to the text</p> <p>I can identify explicit details from the text, showing the section of the text they found the information</p> <p>I can skim short passages to answer recall questions</p> <p>I can scan short passages to answer recall questions</p> <p>I can talk about key differences between text types, including texts of the same type but written by different authors</p> <p>I can explain how paragraphs have been used to organise a text</p> <p>I can explain how the format and presentation of a text impacts on the reader</p>
<b>Year 5</b>	<p>I can retrieve key details and some quotations from the text to demonstrate understanding of key details/information in a text</p> <p>I can identify explicit details from the text, showing exactly where in the text they found the information</p> <p>I can skim whole texts to answer recall questions</p> <p>I can scan whole texts to answer recall questions</p> <p>I can identify the text type according to key features</p> <p>I can recognise common themes/styles in texts written by the same author</p> <p>I can comment on the impact of organisational and presentational features of a text</p>
<b>Year 6</b>	<p><b>3. <u>Retrieve and record information/identify key details from fiction and non-fiction</u></b></p> <p>I can retrieve key details and quotations to demonstrate understanding of character, events and information</p> <p>I can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text</p> <p>I can provide developed explanations for key information, events, character actions and motivations</p> <p>I can provide straightforward explanations for the purpose of the language, structure and presentation of texts</p> <p>I can identify whether statements from a text are fact or opinion</p> <p>I can decide whether statements about a text are true or false, using direct reference to the text</p>



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4. <u>Comprehension (Sequencing)</u>	
Year 1	I can identify components of a story - beginning, middle and end
Year 2	I can identify components of a story - beginning, middle and end I can sequence events in text
Year 3	<b><u>Comprehension (Making Inferences)</u></b> I can make plausible predictions based on knowledge of the text (or of books on similar themes or by the same author) I can discuss the actions of the main characters and justify views using evidence from the text I can summarise the main points from a passage or a text I can make inferences about characters' actions in a story based upon evidence from the text I can identify and discuss characters, speculating how they might behave and giving reasons linked to the text I can empathise with a character's motives and behaviour I can identify the language used to create mood
Year 4	<b><u>Comprehension (Making inferences)</u></b> I can make predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas I can describe the actions of characters in a text and begin to explain them, in the context of the narrative I can summarise the main points from a section of text I can make inferences about characters' actions in a story based on evidence from the text I can empathise with a character's motives and behaviours
Year 5	<b><u>Comprehension (Making inferences)</u></b> I can give feasible, reasoned predictions based on evidence I can explain isolated events from a text, in the context of the whole narrative I can summarise the main points from a whole text I can prove or disprove simple statements about a character by finding evidence in a text I am beginning to use evidence from description, dialogue, and action to support their ideas I can empathise with a character's motives and behaviours
Year 6	<b><u>Summarise main ideas from more than one paragraph</u></b> I can accurately and selectively summarise main ideas, events, characters, and information from fiction I can accurately and selectively summarise main ideas, events, and information from non-fiction I can identify key details and use quotes for illustration I can accurately order summaries of different paragraphs within a text I can identify the main message in a poem/story I can use information from the whole text to answer questions e.g. true or false

5. <u>Comprehension (Inference)</u>	
Year 1	I can answer simple 'How' and 'Why' questions from pictures or text I can discuss the actions of characters and justify views based on what is being said and done
Year 2	I can discuss the actions of characters and justify views based on what is being said and done I can summarise the main points from a passage or a text

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	<p>I can identify and discuss favourite words and phrases</p> <p>I can ask questions to improve their understanding of a text</p> <p>I am beginning to identify the author's main purpose for writing</p> <p>I can explain what the writer might be thinking</p>
<b>Year 3</b>	<p><b><u>Comprehension (Language in context and choice of language)</u></b></p> <p>I can discuss word meanings, linking new meanings to those they already know</p> <p>I can recognise adjectives, adverbs/simple adverbial phrases and similes</p> <p>I 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'</p> <p>I can comment on the author's choice of language to create mood and build suspense e.g., suddenly is used to show that something surprising is coming next</p> <p>I can collect words from their reading to use in their own writing</p> <p>I can explain how simple and complex sentences influence meaning</p>
<b>Year 4</b>	<p><b><u>Comprehension (Language in context and choice of language)</u></b></p> <p>I can discuss word meanings, based on their existing vocabulary knowledge</p> <p>I can identify descriptive devices within a text i.e., expanded noun phrases, adverbial phrases, similes etc</p> <p>I can explain how vocabulary choices affect meaning in a range of text types</p> <p>I can identify language used to create atmosphere and discuss why this language has been chosen</p> <p>I can use new language from their own reading experiences in their written and spoken work</p> <p>I can discuss how the use of different sentence types changes the meaning of a passage</p>
<b>Year 5</b>	<p><b><u>Comprehension (Language in context and choice of language)</u></b></p> <p>I can explain clearly how vocabulary choices affect meaning in a range of text types</p> <p>I can recognise a range of descriptive devices including figurative language</p> <p>I can comment upon language choices/structures of different authors (particularly in poetry)</p> <p>I can confidently use new language from their own reading experiences in their written and spoken work</p> <p>I can explain the use of sentence structures according to desired effect on the reader</p>
<b>Year 6</b>	<p><b><u>Make inference from the text, explain &amp; justify inferences with evidence from texts</u></b></p> <p>I can search for simple clues within the text to support 'reading between the lines'</p> <p>I can make developed inferences drawing on evidence from the text and wider personal experience</p> <p>I can use clues from action, dialogue, and description to interpret meaning</p> <p>I can prove or disprove a statement about character or setting by finding evidence in the text</p> <p>I can explain and justify inferences, providing evidence from the text to support reasoning</p> <p>I can empathise with different characters' points of view</p>

<b>6. <u>Comprehension (Prediction)</u></b>	
<b>Year 1</b>	<p>I can discuss the significance of the title</p> <p>I can make predictions sometimes based on what has been read so far</p>
<b>Year 2</b>	<p>I can make predictions on basis of what has been read so far</p>
<b>Year 3</b>	<p><b><u>Comprehension (Responding to text)</u></b></p> <p>I am beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed'</p> <p>I am beginning to identify main ideas drawn from more than one paragraph</p> <p>I can explain how they think the author wants the reader to respond</p>



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In All Its Fullness'  
(John 10:10)

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	<p>I can explain what the writer might be thinking - 'He thinks they are being mean'</p> <p>I am beginning to identify and comment on different points of view in the text</p> <p>I can simply evaluate specific texts with reference to text type e.g., these are good instructions because...</p>
<b>Year 4</b>	<p><b><u>Comprehension (Responding to the text)</u></b></p> <p>I can identify the main purpose of a text</p> <p>I can discuss ideas from throughout a text e.g., how a conclusion may be linked to an opening</p> <p>I can identify intended impact of a text and explain whether they feel the text has had the desired effect</p> <p>I can discuss viewpoints in a text, where appropriate of more than one character</p> <p>I can evaluate the overall quality of a text, as well as the inclusion of specific features</p>
<b>Year 5</b>	<p><b><u>Comprehension (Responding to the text)</u></b></p> <p>I can explain the inclusion of different sections of a text i.e., tables in NF, flashbacks in narrative etc</p> <p>I can select information from across a text to explain or illustrate their ideas</p> <p>I can compare the behaviour and feelings of different characters in a text</p>
<b>Year 6</b>	<p><b><u>Predict what might happen from details stated and implied</u></b></p> <p>I can make developed predictions that are securely rooted in the text</p> <p>I can explain their prediction choices fully, using evidence from the text</p> <p>I can make predictions about characters including how their behaviour may/may not change justifying answers with reference to the text</p> <p>I can make predictions about characters including how they may/ not appeal to the reader, justifying answers with reference to the text</p>
<b>7. <u>Comprehension (Themes and Conventions)</u></b>	
<b>Year 3</b>	<p>I can make simple connections between books by the same author e.g., 'Dick King Smith often writes about animals'</p> <p>I can recognise some features of the text that relate to its historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what they wore then' or 'Grandpa Chatterji wears a dohti because he comes from India.'</p>
<b>Year 4</b>	<p>I can use my broad reading experiences to compare books by the same author or on a similar theme</p> <p>I am beginning to recognise the importance of cultural or historical settings on how a text is composed</p>
<b>Year 5</b>	<p>I can identify key themes and styles in books and extracts by a range of authors</p> <p>I can explain the importance of cultural or historical settings on how a text is composed</p>
<b>Year 6</b>	<p><b><u>Identify/explain how information/narrative content is related &amp; contributes to meaning as a whole</u></b></p> <p>I can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole</p> <p>I can find and discuss evidence of themes and conventions in different genres and forms of text</p> <p>I can identify and comment on the grammatical features of text</p> <p>I can identify key features such as setting, action, past events</p> <p>I can identify and comment on the presentational features of text</p> <p>I can use text format and text features accurately to determine text type</p>

### 8. Oracy and Reading

<b>Year 3</b>	<p>I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>I can participate in discussion about both books that are read to them and those they read for themselves, taking turns, and listening to what others say</p> <p>I can ask questions to improve their understanding of a text</p>
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	<p>I can prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>I can read dialogue with appropriate expression</p>
<b>Year 4</b>	<p>I can confidently discuss a range of reading experiences with peers and adults</p> <p>I can respond orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion</p> <p>I can choose skilful questions to improve their understanding of the text</p> <p>I can confidently read a range of texts aloud, considering intonation, tone, volume, and actions</p> <p>I can demonstrate an ability to interpret how a character is feeling or behaving, when reading dialogue aloud.</p>
<b>Year 5</b>	<p>I can make links between own reading experiences and that of others</p> <p>I can construct detailed responses about what they have read, demonstrating deep understanding and maturity as a reader</p> <p>I can probe texts deeply through their own questioning and evaluation</p> <p>I can confidently present texts aloud to a range of audiences</p> <p>I can use information from the text to direct their presentation of it to others</p>
<b>Year 6</b>	<p><b><u>Identify/explain how meaning is enhanced through choice of words and phrases</u></b></p> <p>I can identify a range of figurative language e.g., metaphor, simile, alliteration, idioms, euphemism, personification etc.</p> <p>I can comment upon the use and effect of the author's language on the reader</p> <p>I can explain the effect of figurative language upon the reader</p> <p>I can identify what impression a word/words give the reader</p> <p>I can understand and recognise different forms of poetry, discuss their meaning and impact on the reader</p>
<b>9. <u>Make comparisons within the text</u></b>	
<b>Year 6</b>	<p>I can make accurate and appropriate comparisons within texts</p> <p>I can make comparisons about how a character changes e.g. their opinion, how they are different after a certain event</p>