



Whitley Lodge First School – Progression Skills in READING

Year Group	Word reading	Comprehension
EYFS	<p>-I know information can be relayed in the form of print. -I know that print carries meaning and, in English, is read from left to right and top to bottom. -I can recognise my name. -I can recognise familiar words, logos and signs in the environment. -I can link sounds to letters, naming and sounding the letters of the alphabet. -I can blend sounds together to read cvc words. -I can read phonemically regular words. -I can read simple sentences. -I use my phonic knowledge to decode regular words and read them aloud accurately. -I can read some common irregular words. <u>Phase two:</u> I no go to the into <u>Phase three:</u> he we she me be they was you are her all my <u>Phase four:</u> said have like so do some come little one were there what when out -I can read phonetically regular words of more than one syllable. -I can read many irregular high frequency words e.g. see list of 100 first words. -I can use phonics, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p>	<p>-I am beginning to be aware of the way stories are structured e.g. beginning, middle & end. -I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories. -I can describe the main story <u>settings, events</u> and <u>principle characters</u>. -I can suggest how the story might end. -I use vocabulary and forms of speech that are increasingly influenced by my experience of books. -I enjoy an increasing range of books & can talk about the books I have read. -I can understand simple sentences. -I demonstrate my understanding when talking with others about what I have read e.g. by explaining likes/dislikes and/or describing characters. -I can describe in detail the main events in simple stories.</p>
	<p>Key vocabulary phonics, phoneme, grapheme, digraph, trigraph, blend, segment, syllable, alphabet, rhyme, alliteration, initial, real, nonsense, consonant, vowel, cvc, letter, word, 'tricky' word, sentence, text, punctuation, capital letter, full stop, question mark, exclamation mark</p>	<p>Key vocabulary title, front cover, illustrations, blurb, beginning, middle, end, setting, characters, main characters, plot, event, predict/guess, describe, pattern, repeated refrain</p>
Year 1	<p>-I can decode words by applying my phonic knowledge. -I can respond with the correct sound to graphemes at Phase 5 () -I can blend sounds at Phase 5. -I can read most Year 1 common exception words at Phases 5. -I can read common suffixes e.g. -s, -es, -ing, -ed, -er and -est. -I can read words of more than one syllable. -I can read words with contractions e.g. I'm, I'll, we'll -I can read aloud accurately that match my phonics knowledge. (Phases 5 L&S Level) -I can read words starting with un. -I can add -ing, -ed and -er verbs where no change is needed to the root word. -I can re-read books to build up my confidence and fluency.</p>	<p>-I can listen to and discuss a wide range of poems, fiction and nonfiction. -I can say what I like and dislike about a text. -I can link what I have read or heard and my own experiences. -I can retell key stories orally using narrative language. -I can talk about the main characters within a story. -I can recall the basic features of traditional tales. -I can recite some rhymes and poems by heart. -I can find and discuss new words and their meanings.e.g. compound words -I can check a text makes sense and correct myself. -I know the order of events in a story and why they have occurred. -I can draw simple inferences from the text and illustrations. -I can make predictions. -I can join in with discussions about what has been read to me. -I can explore characters using talk or role play.</p>
	<p>Key vocabulary sounding, blending, decode, common exception words, endings, syllables, contractions, apostrophe, verbs, letter, sentence, word, punctuation, capital letter, full stop, singular, plural, question mark, exclamation mark, suffix</p>	<p>Key vocabulary traditional tales, recite, checking, editing, title, events, inference, predict, fiction, non fiction, characters, sequence, build up, adjectives, expanded nouns, nouns, compound words,</p>



Whitley Lodge First School – Progression Skills in READING

<p>Year 2</p>	<ul style="list-style-type: none"> -I can apply phonic knowledge and skills so my reading is fluent. -I can blend sounds for graphemes and recognise alternative sounds. -I can read accurately most words with two or more syllables. -I can read words with common suffixes <i>e.g. -ly, -ful, -ment, -less, -ness</i> -I can read most Year 2 Common exception words. -I can place the possessive apostrophe accurately in single nouns. -I can read books aloud accurately that match my phonics knowledge without undue hesitation. -I can choose my own book to read. 	<ul style="list-style-type: none"> -I can listen to and discuss a wide range of contemporary and classic poems, fiction and nonfiction texts. -I can use prior knowledge, including context and vocabulary, to understand texts. -I can recount the main events in a story (<i>traditional tale, fairy tales</i>) -I know how different non fiction texts are structured. -I recognise repeated language in stories and poems. -I can learn poems by heart and use intonation. -I can identify favourite words and phrases and give reasons why. -I can make inferences by what is said and done. -I can retrieve specific information from a text. -I can make accurate predictions with reasons. -I can check what I have read to see if it makes sense. -I understand cause and effect in a text. -I can listen to the opinions of others. -I can explore characters through role play and drama.
	<p>Key vocabulary possession, apostrophe, syllables, silent letters, suffix, compound,</p>	<p>Key vocabulary noun phrase, statement, adverb, adjective, verb, question, command, viewpoint, opinion, reasons, predictions, inference,</p>
<p>Year 3</p>	<ul style="list-style-type: none"> -I can apply knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words <i>e.g 'forgot' - forgotten, forgetful, unforgettable, forgetfulness.</i> -I can read further exception words with unusual correspondence between spelling and sound <i>e.g. calendar, grammar, guide, heart, naughty</i> -I can attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words. 	<ul style="list-style-type: none"> -I can read a range of fiction, poetry, plays and non fiction texts. -I can retell stories from a wide range of age-appropriate books. -I can identify and discuss themes in a wide range of age-appropriate books. -I can use a dictionary independently to check the meaning of new words. -I can compose and speak a whole sentence, incorporating new vocabulary and sentence types. -I can draw inferences such as inferring a characters feelings. -I can identify inspiring vocabulary and phrases with reasons why. -I can explain how structure and presentation contribute to the meaning of texts. -I can predict what might happen based on the details I have. -I can use non-fiction texts to retrieve specific information. -I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
	<p>Key vocabulary root words, prefix, suffix, pronunciation, decode</p>	<p>Key vocabulary dictionary, meaning, structure, themes, conventions, perform, intonation, tone, volume, action</p>
<p>Year 4</p>	<ul style="list-style-type: none"> -I can use the knowledge of root words, prefixes and suffixes to understand new words with minimal impact on the fluency of reading across a wide range of texts. -I can read a range of exception words, noting the unusual correspondences between spelling and sound. 	<ul style="list-style-type: none"> -I can identify and discuss themes and conventions in a range of age appropriate texts. -I can make sense, self-correct and discuss the meaning of new or unusual words in context.



Whitley Lodge First School – Progression Skills in READING

	<p>-I can attempt to pronounce unusual spelling-sound words drawing on prior knowledge of similar looking words.</p> <p>-I can spell words where suffixes beginning with vowel letters are added to words of more than one syllable, understand when to double the final consonant in the root word.</p>	<p>-I can ask questions to improve understanding when independently reading and use a dictionary to check the meaning of unfamiliar words.</p> <p>-I can begin to use a thesaurus to find words with similar meaning and discuss why an author has made a certain choice.</p> <p>-I can identify the main ideas in a paragraph and summarise in one or two sentences using key vocabulary from the text.</p> <p>-I can relate information logically and write an engaging heading and relevant sub-headings for each paragraph.</p> <p>- I can infer meaning and begin to justify them with evidence from the text.</p> <p>-I can identify where a writer has used precise word choices and structure for effect to impact on the reader.</p> <p>-I can identify some text type organisational features e.g. narrative, explanation and persuasion</p> <p>-I can form questions beforehand and retrieve information in nonfiction texts.</p> <p>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p>
	<p>Key vocabulary root words, prefixes, suffixes, syllables, pronunciation</p>	<p>Key vocabulary themes, self-correcting, context, summarise, infer, deduce, conventions, volume, tone, intonation, action</p>