

Progression in Reading at Hythe Bay Primary

EYFS	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
<p>Read individual letters by saying the sounds for them.</p> <p>Able to blend sounds into words, so that he/she can read short words made up of known letter-sound correspondences.</p> <p>Can read some letter groups that each represent one sound and say the sounds for them.</p> <p>Can read a few common exception words matched to the</p>	<p>Can blend sounds in unfamiliar words using the GPCs taught. Can respond speedily and give the correct sound to graphemes for all of the 40+ phonemes.</p> <p>Can read common exception words. Can read words containing taught GPCs</p> <p>Can read words containing</p>	<p>Can read accurately most words of two or more syllables.</p> <p>Can read more words containing common suffixes.</p> <p>Can read most common exception words.</p> <p>Can read words accurately and fluently without overtly sounding and blending</p>	<p>Can usually read fluently with growing awareness of punctuation in longer sentences.</p> <p>Beginning to apply growing knowledge of root words and prefixes to start to read aloud and to understand the meaning of new words. Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto</p> <p>Can explore potential</p>	<p>Can usually read fluently, decoding longer words with support, testing out different pronunciations.</p> <p>Can apply growing knowledge of root words and prefixes to begin to read aloud and to understand the meaning of new words. Including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto</p> <p>Can apply my growing knowledge of</p>	<p>Can read with increasing fluency and can read the majority of the year 5/6 exception words.</p> <p>Able to identify a full range of prefixes and suffixes and use these to understand the meaning of unfamiliar words.</p> <p>Can maintain a positive attitude to reading and understanding of what has been read by:</p>	<p>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.</p> <p>Can maintain a positive attitude to reading and understanding of what has been read by:</p>

<p>school/s phonic programme.</p> <p>Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words.</p> <p>Can read words consistent with his/her phonic knowledge by sound-blending.</p>	<p>different endings. Including: -s, -es, -ing, -ed and -est</p> <p>Can read words with contractions Including: I'm, I'll, we'll</p> <p>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.</p> <p>Can re-read texts to build up fluency and confidence in word reading.</p>	<p>them e.g. at over 90 words per minute.</p> <p>Can sound out most unfamiliar words accurately, without undue hesitation.</p> <p>Can check a familiar text and read accurately and fluently, making sure it makes sense.</p> <p>Can answer questions on the basis of what is being said and done in a familiar text.</p>	<p>meanings of more ambitious vocabulary when read in context.</p> <p>Can confidently read all KS1 high frequency words on sight and is starting to read most year 3/4 exception words with more confidence.</p> <p>Can develop a positive attitude to reading and understanding what has been read by:</p> <p>reading using different sounds and self-checking</p>	<p>root words and suffixes or word endings to begin to read aloud and to understand the meaning of new words met. Including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian.</p> <p>Can read most year 3/4 exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Can develop a positive attitude to reading and understanding what I have read by:</p>	<p>when reading out loud, considering how intonation, tone and volume could be changed for different audiences.</p> <p>making comparisons between familiar books.</p> <p>reading a wider range of genres with different structures and purposes for pleasure.</p> <p>Can understand what has been read by:</p> <p>explaining how language can give the reader certain</p>	<p>adapting intonation, tone and volume to suit the purpose and audience, when reading aloud.</p> <p>making comparisons within and across books.</p> <p>reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types.</p> <p>Can understand what has been read by: explaining how language (including figurative language),</p>
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<p>Is able to say a sound for each letter in the alphabet and at least 10 diagraphs.</p> <p>Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment.</p> <p>Anticipates, where appropriate, key features in stories.</p> <p>Deomstrates an understanding of what has been read to him/herr by retelling stories and narratives using his/her own words and recently</p>	<p>Can demonstrate a pleasure for reading and a motivation to read.</p> <p>Can link what I have read or heard read to own experiences.</p> <p>Can listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which can be read independently</p> <p>Can retell familiar stories in increasing detail. Can recite simple poems by heart</p>	<p>Can make some inferences on the basis of what is being said and done in a familiar text</p>	<p>that it makes sense.</p> <p>reading a wider range of books and participating in discussions about them.</p> <p>using appropriate terminology with greater confidence when discussing texts and the plot, characters and settings.</p> <p>Can understand what has been read, in books Can read independently, by: predicting what might happen next from details</p>	<p>reading with an awareness of the audience by changing my intonation and pace.</p> <p>reading books that are structured in different ways for a range of purposes and participating in discussions about them.</p> <p>using appropriate terminology when discussing texts and the plot, characters and settings.</p> <p>Can understand what I have read, in books I can read independently, by:</p>	<p>impressions about the text. asking questions about a familiar text. drawing simple inferences and inferring characters' feelings, thoughts and actions, whilst justifying these with evidence. making plausible predictions, based on details stated and implied, and starting to use evidence from the text to support these.</p> <p>Can identify statements of fact and opinion.</p>	<p>structure and presentation can contribute to the meaning of a text</p> <p>asking questions about a text.</p> <p>drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>making predictions, based on details stated and implied, with evidence from the text.</p> <p>Can distinguish independently between</p>
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<p>introduced vocabulary. Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play.</p>	<p>Can discuss word meaning and link new meanings to those already known.</p> <p>Can check that a text makes sense to me as I read it and to self-correct.</p> <p>Can predict what might happen next on the basis of what I have read so far</p> <p>Can begin to make simple inferences.</p> <p>Can discuss the significance</p>		<p>stated. drawing simple inference related to characters' feelings.</p> <p>Can label different parts of a text e.g. title, sub-title, diagram, caption, glossary.</p>	<p>predicting what might happen next from details stated and implied. drawing simple inference with evidence such as inferring characters' feelings.</p> <p>Can retrieve and record information from non-fiction texts using conventions such as indexes, contents pages and glossaries</p>	<p>Can retrieve, record and present information from texts to other readers in informal notes and formal presentations.</p> <p>Can participate in discussions about books which are read to me and those that can be read by self.</p>	<p>statements of fact and opinion.</p> <p>Can retrieve, record and present information from texts to other readers in informal notes and formal presentations.</p> <p>Can participate in discussions about books which are read to pupil and books read by self.</p>
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	<p>of titles and events.</p> <p>I can join in discussions about a text, take turns and listen to what others say.</p>					
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