



St Margaret Clitherow Reading Progression

English Programme of Study – National Curriculum Aims

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

Year	Decoding & Phonics	Prediction	Inference	Performance & Poetry	Vocabulary
EYFS F1 / Nursery 30-50mths 40-60 mths ELGs	• I can copy finger movements and other gestures • I pay attention and respond to the pictures or the words in books • I can repeat words & phrases from familiar stories • I notice some print such as the first letter of my name or a familiar logo. • I know print has meaning • I know print can have different purposes • I know we read English text from left to right, and from top to bottom. • I can name the different parts of a book. • I can spot and suggest rhymes. • I can count or clap syllables in a word. • I can recognise words with the same initial sound. • I can read individual letters by saying the sounds for them. • I can blend sounds into words, so I can read short words made up of known letter-sound correspondences.	• I can ask questions about a book, make comments and share ideas		• I enjoy songs and rhymes. I show this by tuning in and paying attention. • I can sing songs and say rhymes independently.	• Develop play around their favourite stories using props. • Engage in extended conversations about stories, learning new vocabulary.
EYFS F2 / Reception					

	- I can read some letter groups that each represent one sound and say sounds for them. - I can read a few common exception words (see Little Wandle Progression doc) - I can read simple phrases and sentences made up of words with known letter-sound correspondences and a few exception words.				
Year 1	- I can apply phonic knowledge to decode words. - I can blend sounds in unfamiliar words using the GPCs that I have been taught. - I can respond speedily, giving the correct sound to grapheme for all of the 40+ phonemes. - I can read words containing -s, -es, -ing, -ed, and -est endings. - I can read words with contractions (I'm, I'll, we'll) - I can read Y1 common exception words. <i>See Little Wandle Phonics Progression Documents for further information (what is taught and when)</i>	- I can begin to make predictions based on titles, text, blurb and/or pictures. - I can make plausible predictions about characters based on what has been said, my own experiences or knowledge of the story.	- I can begin to discuss the significance of the title and events. - I can begin to make inferences on the basis of what is being said and done. - I can comment on characteristics and actions and characters.	I can write some familiar rhymes, predictable phrases, simple poems and songs by heart.	- I can recognise simple recurring language (e.g. Once upon a time, Far, far away, In the deep, dark woods...) - I can begin to discuss favourite words and phrases. - I can read books closely matched to my improving phonic knowledge.
Year 2	- I can use phonics decoding until I can read with fluency. - I can read accurately by blending, including alternative sounds for graphemes. - I can read polysyllabic words containing these graphemes. - I can read common suffixes. - I read most Y1 and Y2 common exception words, noting unusual correspondences.	I can predict what might happen on the basis of what has been read so far in a text, using a range of clues (e.g. experiences of books written by the same author, experiences of books read of a similar theme, book title, cover or blurb) with increasing confidence.	- I can make inferences of what is being said and done. - I can make inferences within a sentence.	I can continue to build a repertoire of rhymes, phrases, poems and songs learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	- I can discuss and clarify the meaning of words. - I can begin to understand the meaning of unknown words by reading the sentence as a whole. - I can discuss favourite words and phrases. - I can read books closely, matched to my improving phonics knowledge; progressing on to texts that include

					more sophisticated and challenging vocabulary.
Year 3	- I can use phonics knowledge to decode quickly and accurately. - I can apply a growing knowledge of root words, prefixes and suffixes, both to read allowed and to understand the meaning of new words I meet. - I can begin to read Y3 and Y4 common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word. <i>See Y3/4 spelling list</i>	I can predict what might happen from details stated or implied using various clues from the text, image, title etc.	- I can ask questions to improve my understanding of a text. - With support, I can draw inferences from characters' feelings, thoughts and motives that justify actions, and I can support my views with evidence from the text. - I can draw generally accurate inferences including inferring a character's motives that justifies their actions, supporting their views with evidence from the text. - I can begin to discuss how speech can show a character's emotions infer underlying themes and ideas such as good and evil, loyalty and treachery. - I can use a dictionary to check meanings of new vocabulary and with support, I am able to talk about what words mean in context.	- I can recite some poems and songs by heart, in groups and sometimes alone, building confidence and fluency. - I can begin to recognise and discuss some different forms of poetry.	- I can discuss authors' choice of words and phrases for effect. - I can discuss vocabulary used to capture readers' interest and imagination. - With support I can use dictionaries and thesauruses to check the meaning of words that are read.
Year 4	- I can securely use phonic knowledge to decode quickly and accurately. - I can apply a growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words I meet. - With growing confidence, I can read Y4 common exception words, noting unusual	With increased confidence, I can predict what might happen from details stated or implied using a variety of clues from the text.	- I can more confidently identify themes across a text and draw inferences about a characters' feelings, thoughts and motives for their actions and justify their inferences with text-based evidence. - I can more confidently make predictions about what	- With an increased complexity and confidence I can recite poems and songs by heart, in groups and sometimes alone, using intonation, tone, volume and action. - I show awareness of an audience when reading aloud.	I can discuss authors' choice of words and phrases for effect. I can discuss vocabulary used to capture readers' interest and imagination I can more confidently use dictionaries and thesauruses to check the meaning

	correspondence between spelling and sound, and where these occur in the word.		might happen next from implied details. With growing independence, I can use a dictionary and discuss / explain words and phrases to explore meanings in context.	I can recognise and discuss some different forms of poetry.	of words that are read.
Year 5	- I can apply knowledge of exception words, root words, prefixes and suffixes/word endings to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - I can read some of the Y5 and Y6 common exception words.	I can make predictions based on details stated or implied, justifying them in detail with evidence from the text.	- I can learn to independently draw inferences often justifying with textual evidence. - I can make predictions from implied details, both before and after events. - I can identify and discuss themes across a wide range of texts to include fiction, non-fiction and poetry. - I can summarise the main ideas and make comparisons across texts. - I can discuss and explore the exact meaning of words and phrases in context.	- With support, I can learn a wider range of poetry, to include songs, by heart. - I can perform poems and songs, using some devices to engage the audiences and for effect.	I can begin to discuss vocabulary used by the author to create effect, including figurative language (e.g. metaphor, simile, pathetic fallacy) I can evaluate the use of authors' language and explain how it has created an impact on the reader. I know to use dictionaries to find the meaning of words and thesauruses to find synonyms for words.
Year 6	- I can apply knowledge of exception words, root words, prefixes and suffixes/ word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - I can read a wide range of common exception words.	I can make predictions and express opinions, explaining and justifying these using quotations and text references to support ideas and arguments.	- With confidence, fluency and independence, I can draw out hidden inferences, justifying these with evidence from the text. - I can make reasoned predictions from implied details. - I can identify and discuss themes across a wide range of texts. - I can summarise the main ideas across a whole text, noting developments e.g. of a character or relationship.	- With increased confidence I can learn a wider range of poetry, to include songs by heart. - I can confidently perform poems and songs, showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	- I can analyse and evaluate the use of language including figurative language and how it is used for effect, using technical terminology (e.g. metaphor, simile, personification, analogy, imagery, style and effect.) - I can evaluate the use of authors' language and explain how it has created

			• I can make comparisons within and across texts. • I can work out the subtle meaning of words and phrases in context.		an impact on the reader. • I am confident to use dictionaries to find the meaning of words and thesauruses to find synonyms for words.
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