



Reading Small Steps Progression Document

End of Year 1

NB Key statements of each development stage are indicated in bold. Additional statements not explicit in NC2014 are shown in *italics*.

To be able to:

Word Reading	<p>Use phonic knowledge to decode books accurately that have known phoneme / grapheme correspondences</p> <p>Use phonic knowledge to help decode words</p> <p>Respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes</p> <ul style="list-style-type: none"> Read Set 1 graphemes and words with these in Read Set 2 graphemes and words with these in Read Set 3 graphemes and words with these in <p>Read red words (common exceptions words) from Year 1 and spot unusual letter sound correspondences.</p> <p>Read words containing known graphemes that have endings -s, -es, -ing, -ed, -ed, -er, and -est</p> <p>Read words with more than one syllable that contain known graphemes</p> <p>Check that what I say matches the expected letters and graphemes across the word.</p> <p>Read words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll</p>
Additional Decoding Skills	<p>Check the text makes sense when reading and self-correct when mistakes are made.</p> <p>Try to correct "on the run"</p> <p>Repeat words or phrases to check / confirm or problem solve</p> <p>Re-read sentences and books to build up fluency and confidence in word reading</p> <p>Show awareness of a range of punctuation marks.</p>
V Vocabulary	<p>Talk about word meanings and link new meanings to these.</p> <p>Discuss the significance of the title and events</p> <p>Join in with predictable phrases</p>
I Infer	<p>Make inferences on the basis of what is being said and done.</p> <p>Begin to link what is read or heard read to my own experiences</p>
P Predict	<p>Predict what might happen on the basis of what has been read so far.</p>
E Explain	<p>Become very familiar with key stories, fairy stories and traditional tales and retell them.</p> <p>Explain clearly what is understand when someone reads.</p> <p>Participate in discussions about what is being read, taking turns and listening to others</p> <p>Locate some pages / sections of interest.</p>
R Retrieve	<p>Recall specific information from my reading</p>
S Sequence	<p>Understand what is read and retell it in sequence</p> <p><i>Identify simple features (language / structure) of key stories and simple non-fiction. (font styles, labels, titles, captions)</i></p>
Additional (Genre)	<p>Listen to and discuss a wide range of poems, stories and non-fiction</p> <p>Begin to appreciate rhymes and poems and recite some by heart.</p>

End of Year 2

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Word Reading	I use phonic knowledge to decode new text automatically and fluently I sound out new words quickly in my head including words with alternative phonemes for graphemes I read words of two or more syllables using a range of graphemes I read words with common suffixes ed, ing, est, er, ful I read a range of common exception / tricky words I say which part of the word is tricky I read most words except new or unfamiliar words without having to sound and blend out loud.
Additional Decoding Skills	I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes I re-read books with fluency, expression and intonation <i>I use punctuation to help me to read with expression and to keep track of information in longer sentences.</i> <i>I am developing my skills to read silently or quietly to myself with increasing speed and independence.</i>
V Vocabulary	I talk about and clarify the meanings of words, linking new meanings to what I already know I talk about my favourite words and phrases and identify familiar patterns in language I recognise simple recurring literary language in stories and poems
I Infer	I make simple inferences on the basis of what is being said and done I use knowledge I already have to help me to understand text.
P Predict	I predict what might happen on the basis of what I have read so far
E Explain	I listen to and can talk about different poetry, stories and information text including what I like and don't like I explain and discuss my understanding of books, poems and other writing I can participate in discussions about what is being read, taking turns and listening to others
R Retrieve	<i>I recall specific information from my reading or look back at the text to find information</i>
S Sequence	I discuss the sequence of events in books and how information is related <i>I talk about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title</i>
Reading Toolkit Skills	I answer and ask questions about what I read
Additional (Genre)	I know and can recite poems with appropriate intonation to make the meaning clear. I can listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction

End of Year 3

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Word Reading	<p>I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.</p> <p>I read a wider range of common exception / tricky words</p> <p>I break words into syllables to decode unknown words speedily</p>
Additional Decoding Skills	<p>I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result</p> <p>I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding</p> <p><i>I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it</i></p> <p><i>I read silently some of the time and am developing better pace in reading.</i></p> <p><i>I am beginning to sustain interest in longer texts, returning to them easily after a break</i></p> <p>I check the text makes sense to me</p>
V Vocabulary	<p><i>I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.</i></p> <p>I explain the meaning of words in context</p> <p><i>I ask about the meanings of words I don't understand</i></p> <p><i>I can use dictionaries to check the meaning of words that I have read</i></p>
I Infer	<p><i>I use my background knowledge from what I know or have read about to help me to understand.</i></p> <p>I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.</p>
P Predict	<p><i>I predict what might happen from details that are stated and implied</i></p>
E Explain	<p><i>I find evidence from the text to help me to show my understanding</i></p> <p>I understand what I read in books and can discuss this <i>including expressing opinions about what I have read.</i></p> <p>I identify themes in a range of books.</p>
R Retrieve	<p><i>I find and record information from non-fiction, fiction and poems</i></p>
S Sequence	<p><i>I make simple connections within a text between one sentence and the next</i></p> <p><i>I can retell the gist of what I have read in my own words</i></p> <p>I identify main ideas taken from a paragraph and summarise these</p> <p><i>I retell some stories orally</i></p>
Reading Toolkit Skills	<p><i>I can picture characters, settings and events to help me understand a text.</i></p> <p><i>I ask questions (and wonder) to improve my understanding of a text</i></p>
Additional (Genre)	<p><i>I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays</i></p> <p><i>I read aloud and perform poems and play scripts showing my understanding through intonation, volume and actions.</i></p> <p><i>I recognise some different forms of poetry, stories and non-fiction texts</i></p> <p><i>I can talk about some organisational features of texts</i></p>

End of Year 4

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Word Reading	<p>I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression</p> <p>I read a wider range of common exception / tricky words and I can see what makes them tricky.</p> <p>I break words into different sized chunks, including syllables, to decode unknown words</p>
Additional Decoding Skills	<p>I notice mistakes I make in my reading and correct them because the text doesn't make sense <i>using meaning, language structure and visual information</i></p> <p><i>I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding</i></p> <p><i>I re-read sentences from the beginning if I stopped to decode a difficult word to maintain the sense and my understanding of it</i></p> <p>I check the text makes sense to me</p>
V Vocabulary	<p>I can use dictionaries to check the meaning of words that I have read</p> <p>I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary.</p> <p>I identify and discuss words and phrases that make the reader interested.</p> <p>I explain the meaning of words in context</p> <p><i>I ask about the meanings of words I don't understand</i></p>
I Infer	<p><i>I can retell the gist of what I have read in my own words, showing understanding of inferences</i></p> <p><i>I use past experiences, what I have previously read and what I know about to support my understanding</i></p> <p><i>I make connections between different pieces of information I read including understanding pronoun links</i></p> <p>I make inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>I find evidence from the text to help me to support inferences</p>
P Predict	<p><i>I make sensible predictions about what might happen from details that are stated and implied and can justify my prediction by referring to the story</i></p>
E Explain	<p><i>I explain how language, structure and presentation contribute to meaning</i></p> <p>I understand what I read in books and can discuss this</p> <p>I identify themes, structures and some purposes in a wide range of books.</p>
R Retrieve	<p><i>I am developing my skills to skim read text and scan to find information and ideas</i></p> <p>I find and record information from non-fiction, fiction and poems</p>
S Sequence	<p><i>I identify main ideas taken from more than one paragraph and summarise these in own words</i></p>
Reading Toolkit Skills	<p><i>I can picture characters, settings and events to help me understand a text</i></p> <p><i>I ask questions (and wonder) to improve my understanding of a text</i></p>
Additional (Genre)	<p><i>I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays</i></p> <p><i>I read aloud and perform poems and play scripts showing my understanding through intonation, tone, volume and actions.</i></p> <p><i>I recognise some different forms of poetry, stories and non-fiction texts</i></p> <p><i>I talk about organisational features of texts</i></p> <p><i>I can begin to make comparisons within and across books commenting on similarities and differences.</i></p>

End of Year 5

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Word Reading	<p>I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.</p> <p>I break long polysyllabic words into syllables with speed and read across the entire word.</p>
Additional Decoding Skills	<p>I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest</p> <p>I try to notice mistakes in my reading when reading higher level texts and sometimes correct them because the text doesn't make sense.</p> <p>I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to show this.</p> <p>I know that I sometimes need to reread text carefully to understand it fully</p> <p>I read longer texts with increasing pace and stamina</p>
V Vocabulary	<p>I explore the meaning of words in <i>context</i> and I ask about the meanings of words I don't understand</p> <p>I comment on how and why a writer has used certain word choices</p>
I Infer	<p>I can give the gist of what I have read in my own words including what I have inferred</p> <p>I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can sometimes find evidence to support this</p>
P Predict	<p>I predict what might happen from details stated and implied.</p>
E Explain	<p>I check books make sense to me and can talk about my understanding of significant ideas, events and characters.</p> <p>I explain how the language, structure and presentation contribute to meaning.</p> <p>I sometimes give reasoned justifications for my views based on evidence from the text</p> <p>I am beginning to understand the difference between fact and opinion</p> <p>I identify and discuss themes and conventions in a range of writing.</p> <p>I recommend books I have read to friends and give reasons for my choices.</p>
R Retrieve	<p>I scan text to find key words and phrases</p> <p>I can find, record and present information from non-fiction texts, fiction and poems</p>
S Sequence	<p>I skim read a text to get the gist of it.</p> <p>I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph</p>
Reading Toolkit Skills	<p><i>I ask questions (and wonder) to improve my understanding.</i></p> <p><i>I recognise that my ideas and visualised images can and do change during the course of reading</i></p>
Additional (Genre)	<p>I connect the information that I read within paragraphs, across texts and to other books</p> <p>I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</p> <p>I know a wider range of poetry by heart.</p> <p>I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.</p> <p>I make comparisons within and across books commenting on similarities and differences.</p> <p>I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books building on my own and others' ideas</p> <p>I can participate in discussions about books that I am reading to myself and build on my own and others' ideas and challenging views courteously</p>

End of Year 6

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Word Reading	<p>I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.</p> <p><i>I break long polysyllabic words into syllables with speed and read across the entire word.</i></p>
Additional Decoding Skills	<p>I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.</p> <p>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</p> <p><i>I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.</i></p> <p><i>I know that I sometimes need to reread text carefully to understand it fully</i></p>
V Vocabulary	<p>I explore the meaning of words in context and I ask about the meanings of words I don't understand</p>
I Infer	<p>I relate what I have read to my personal and literary experiences and wider background knowledge</p> <p>I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.</p>
P Predict	<p><i>I predict what might happen from details stated and implied.</i></p>
E Explain	<p><i>I monitor my reading for sense and can talk in detail about my understanding including giving the gist,</i></p> <p>I give reasoned justifications for my views based on evidence from the text.</p> <p>I draw on detail to give persuasive answers to questions</p> <p>I recommend books I have read to friends and give reasons for my choices.</p> <p>I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification)</p> <p>I explain and discuss my understanding of what I have read including through presentation and debates, keeping to my focus, using notes where needed.</p> <p>I identify and discuss themes and conventions in and across a wide range of writing.</p> <p><i>I know the difference between fact and opinion and can identify this in a text</i></p> <p>I explain how the language, structure and presentation contribute to meaning.</p>
R Retrieve	<p>I scan text to find key words and phrases and skim read text to get the gist of a passage</p>
S Sequence	<p>I summarise succinctly the key point of a paragraph</p> <p>I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>
Reading Toolkit Skills	<p><i>I recognise that my ideas and visualised images can and do change during the course of reading</i></p> <p><i>I ask questions (and wonder) to improve my understanding actively looking for answers to these</i></p>
Additional (Genre)	<p><i>I know a wider range of poetry by heart</i></p> <p>I read and understand texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.</p> <p><i>I read poems and plays aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</i></p> <p><i>I find, record and present information from non-fiction texts</i></p> <p>I make comparisons within and across books commenting on similarities and differences.</p>

Greater depth for Year 6

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Additional Decoding Skills	I check my understanding to make sure what I have read makes sense
V Vocabulary	I learn new vocabulary, relating it explicitly to vocabulary I know and using context and dictionaries to help me to understand it.
I Infer	<i>I make simple and complex inference and refer to evidence in the text</i> I uncover different layers of meaning
E Explain	<i>I understand PEE in response to questions: I make my point then try to back it up with evidence and examples from the text</i> I know how grammar, text structure and organisational features contribute to meaning I explain the impact of the context on the text I use my knowledge of the purpose, audience and context of the writing to support my understanding I discuss how the language choices support the writer's theme and purpose in non-fiction text I discuss and evaluate how authors' use language and vocabulary, including figurative language (e.g. simile, metaphor, personification) presents meaning I can identify and evaluate techniques the author has used to create mood, feelings, messages and attitudes <i>I identify and explain the viewpoint of the author and explain the effect on the reader</i> <i>I identify and explain the overall effect of a text on the reader.</i> <i>I explain how the context of when the text was written influences the meaning.</i> I show a confident awareness of the effect of the text, with explanation I discuss how structural choices support the writer's theme and purpose I analyse and evaluate the styles of individual writers and poets, providing evidence and justifying interpretations I articulate personal responses to literature, identifying how and why the texts affect the reader due to the author intent
R Retrieve	<i>I skim and scan effectively and quickly to find or check information</i> <i>I retrieve and collate information from a range of sources</i>
Additional (Genre)	<i>I am improving my ability to evaluate texts by comparing how different sources treat the same information</i> I read a wide range of fiction and non-fiction including novels, short stories, poems and plays covering wide range of genres, historical periods, forms and authors I extract and evaluate relevant information from more complex texts I recognise a range of poetic conventions and understand how these have been used I understand how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play I re-read books to make me more familiar with them and give me a basis for making critical comparisons across texts