**Rivington Primary School**

**End of Year Reading Progression Expectations**

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|  | **Word Reading** | **Comprehension** |
| **Y1** | **The pupil can;**   * Apply phonic knowledge to decode words. * Respond promptly with the correct sound to graphemes for set 1, set 2 and set 3. * Read all Y1 common exception words. * Read contractions and understands the use of apostrophe to represent omitted letters. * Read aloud phonetically decodable texts at RWI Book Bag Band Set 5 Yellow. | **The pupil can;**   * Draw on what they already know, or on background information from the teacher, to read new texts. * Check that the text makes sense to them as they read and self-correct any errors. * Discuss the significance of the title of the book to the events contained within it. * Make simple inferences on the basis of what is being said and done. * Usually predict what might happen linked closely to the story characters, plot and vocabulary read so far. * Participate in discussion about what is read to them, taking turns and listening to what others say. * Explain their understanding of what has been read to them by expressing views about the events or characters e.g. I like * Demonstrate enthusiasm for listening and responding to rhymes and poems. * Usually ask and answer ‘how’ and ‘why’ questions about what they have read and know where to look for information and can find pages in a non-fiction book to answer own questions. |
| **Y2** | **The pupil can;**   * Decode accurately and without hesitation using the phonemes taught. * Recognise alternative phonemes for graphemes taught e.g. oo as in moon and oo as in book. * Read at least gold banded books or equivalent, with fluency and accuracy. (90+ words per minute). * Read all Y1 and Y2 common exception words. * Read most familiar words without undue hesitation and without overt sounding and blending. * Read words with common suffixes ~ ness, ly, ment, ful, less. * Read words with two or more syllables e.g. kangaroo, yesterday, mountain. * Talk about unusual spellings and the sounds they make in words e.g. knight, wrist, knee. * Reread books they have enjoyed. | **The pupil can;**   * Say what they enjoy reading and justify their choices. * Discuss the sequence of events in stories read and listened toc comparing these to other texts and showing an awareness of cause and effect. * Retell a wide range of stories and traditional tales recalling accurately the main events and using vocabulary from the text. * Check that the text makes sense and self-correct any inaccurate reading. * Use what they already know or background information and vocabulary given by the teacher to understand a text independently. * Identify literary language in stories, plays and poems e.g. repeated phrases, language related to traditional tales, magical vocabulary… * Ask and answer questions about what they have read orally and in writing. * Predict what might happen next based on what they have read so far e.g. drawing on story plot, events and characters. * Make inferences on the basis of what is being said and done by characters and give reasons for their opinions e.g. The giant is selfish because he locked the garden and put up signs to stop the children coming in. He might be feeling lonely because the children have gone. * Recognise and understand the different features of fiction and non-fiction texts e.g. a glossary explains what words mean. * Explain how items of information are related e.g. this paragraph tells me about where the hedgehogs live and that one is about what they eat. * Pupil can recite poems they have learnt with some intonation. |
| **Y3** | **The pupil can;**   * Apply knowledge of root words, prefixes and suffixes in Appendix 1 of N.C. both to read aloud and to understand the meaning of any new words they meet e.g. forget, forgotten, unforgettable. * Read all Y3 common exception words detailed in Spelling Policy e.g. particular, occasion, occasionally… | **The pupil can;**   * Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books that are structured in different ways and show awareness of why they read these e.g. fiction for pleasure, non-fiction for information. * Use a dictionary to check the meaning of unfamiliar words with some independence. * Retell familiar stories from age appropriate books orally. * Identify themes in a wide range of age appropriate books e.g. magical devices in traditional tales, power of three, good winning over evil… * Read aloud and perform poems, plays and short stories showing an understanding through intonation, tone, volume and action. * Discuss the words and phrases from their reading which capture the reader’s interest and imagination. * Recognise different forms of poetry such as free verse, narrative poetry. * Usually independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. foul (smelly) and foul in sport. * Ask questions to improve their understanding of a text. * Draw inferences, such as inferring characters’ feelings, thoughts and motives from their actions or speech in guided and independent reading and justify these with some evidence from the text with growing independence. * Predict what might happen next from details or clues given by the author with some accuracy. * Identify the main ideas drawn from more than one paragraph and summarise these in a few sentences using key vocabulary from the text. * Identify distinctive language, structure and presentation and how these contribute to help the reader to draw meaning from the text. * Usually locate information in non-fiction texts using and range of features independently e.g. indexes, glossary, contents pages, headings, sub headings, tables, charts and diagrams. * Skim and scan a text to locate key information, which may include highlighting and annotating the text. * Discuss reading across a range of genres and express their own ideas and viewpoints. * Ask and respond to questions using evidence from the text. * Participate in discussions about reading of age appropriate texts appropriately and may adapt or change viewpoints in response to others’ opinions. |
| **Y4** | **The pupil can;**   * Apply knowledge of root words, prefixes and suffixes in Appendix 1 of N.C. both to read aloud and to understand the meaning of any new words they meet e.g. possess, possessive, possession. * Read all Y4 common exception words. * Use their knowledge of unusual correspondences between spelling and sound to read new words e.g. separate, business. | **The pupil can;**   * Read and discuss a wider range of longer and more challenging fiction, poetry, plays, non-fiction and reference books expressing views and preferences with reference to the text. * Use a dictionary independently to check the meaning of unfamiliar words. * Retell a wide range of age appropriate legends, traditional tales and myths, providing interesting and appropriate detail. * Identify and discuss themes and conventions in age appropriate texts e.g. bullying in fiction, use of sub headings and diagrams in non-fiction. * Perform poems, plays and short stories using intonation, tone, volume and drama to aid understanding. * Discuss the author’s choice of words or phrases which interest, inspire or intrigue them and the effect these have on the reader. * Recognise and name different forms of poetry and describe their features e.g. narrative, limericks. * Independently monitor reading of age-appropriate texts for sense, self-correcting if they have misread and discussing the meaning of new or unusual words in context: e.g. dining table, top of the table, top table, table of results. * Ask questions to improve their understanding of a text. * Draw inferences, such as inferring characters’ feelings, thoughts and motives from their actions or speech in their guided and independent reading often correctly but not always fully supported by reference to the text with greater independence. * Read 'between the lines' when independently reading an age-appropriate text and draw on their experience of similar texts to predict what might happen next, identifying clues the writer has planted for the reader. * Identify the main ideas drawn from more than one paragraph and summarise these in a few sentences using key vocabulary from the text independently and accurately. * Identify distinctive language, structure and presentation and how these contribute to help the reader to draw meaning from the text. * Locate information in non-fiction texts using and range of features independently e.g. indexes, glossary, contents pages, headings, sub headings, tables, charts and diagrams. * Skim and scan a text to locate key information, which may include highlighting and annotating the text. * Discuss reading across a range of genres and express their own ideas and viewpoints. * Ask and respond to questions using evidence from the text. * Participate in discussions about reading of age appropriate texts appropriately and may adapt or change viewpoints in response to others’ opinions. |
| **Y5** | **The pupil can;**   * Apply knowledge of root words, prefixes and suffixes in Appendix 1 of N.C. both to read aloud and to understand the meaning of any new words they meet across a wide range of texts e.g. poly (many) polygon. * Decode most new words outside spoken vocabulary making a good approximation of the word's pronunciation: e.g. uses knowledge of 'obey' to read and understand obedient, obedience, disobedience, obediently. | **The pupil can;**   * Share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices. * Recognise and discuss themes and conventions in age-appropriate texts readily. * Check that the text they are reading makes sense to them, discuss their understanding and explore the meaning of words in context e.g. attendance register, cash register, noticing something, e.g. 'He registered that his book had been moved', register of sound or voice, register of communication. * Ask questions about what they have read to improve their understanding e.g. draw attention to aspects of the text which they don’t understand. * Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence across a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books. * Predict what might happen from details stated and implied in age appropriate texts they have read, explain their thinking, returning to text to support opinions. * Summarise the main ideas drawn from more than one paragraph in a series of sentences in their own words and key vocabulary from the text, identifying key supporting details. * Identify how language, structure and presentation contribute to meaning in a wide range of age appropriate texts e.g. can you find a descriptive phrase and consider the effect on the reader? * Evaluate how authors use language, including figurative language, considering the impact on the reader e.g. which words and phrases does the author use to describe describe the White Witch? Are they effective? Why? How? * Distinguish between statements of fact and opinion e.g. what is the author trying to persuade you to do? Which points are fact? Which points are his opinion? * Retrieve information from non-fiction e.g. is this a suitable venue for a wheelchair user? * Read aloud from an age appropriate text with intonation and expression demonstrating comprehension. |
| **Y6** | **The pupil can;**   * Apply knowledge of root words, prefixes and suffixes in Appendix 1 of N.C. both to read aloud and to understand the meaning of any new words they meet across a wide range of texts with minimal impact on fluency e.g. 'tolerate' to read and understand tolerance intolerable, toleration, tolerant. | **The pupil can;**   * Participate in discussion about a widening range of longer and more challenging fiction, poetry, plays, non- fiction and reference books that they have read for themselves, expressing views and preferences, justifying them by reference to the text, drawing on, comparing and contrasting examples. * Share their opinions about age-appropriate books they have read independently and usually make appropriate recommendations to their peers, giving reasons for their choices e.g. I would recommend “Ann Frank’s Diary” because it teaches you about war from different viewpoints. * Independently recognise and discuss the themes and conventions used in a wide range of age-appropriate texts: e.g. isolation, flashback in narrative. * Check that the text they are reading makes sense to them, discuss their understanding and explore the meaning of words in context e.g. dissolve, solution (in science), 'He dissolved in tears', Parliament was dissolved, there was no solution to the problem. * Ask questions about what they have read to improve their understanding. * Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence across a widening range of longer and more challenging fiction, poetry, plays, non-fiction and reference books. * Predict what might happen from details stated and implied in age appropriate texts they have read, explain their thinking, returning to text to support opinions. * Summarise the main ideas drawn from more than one paragraph in a series of sentences in their own words and key vocabulary from the text in a succinct summary in which the main ideas are paraphrased. * Identify how language, structure and presentation contribute to meaning in a wide range of age appropriate texts e.g. can you find a descriptive phrase and consider the effect on the reader? * Evaluate how authors use language, including figurative language, considering the impact on the reader e.g. which words and phrases does the author use to describe describe the White Witch? Are they effective? Why? How? * Distinguish between statements of fact and opinion e.g. how does the author feel about this subject? Is this to inform or persuade? * Retrieve information from non-fiction e.g. What are the effects of plastic on the different species in the ocean? What is the most effective method to address this? Whose points are the most effective in this debate? Why? * Read aloud from an age appropriate text with intonation and expression demonstrating comprehension. |

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