	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Sub-dim.		Progression statement	Progression statement	Progression statement	Progression statement	Progression statement	Progression statement
Word Reading - Decoding	Is developing his/her phonological awareness so that he/she can spot and suggest rhymes.	Apply phonic knowledge and skills as the route to decode words	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and				
	Is developing his/her phonological awareness so that he/she can count or clap syllables in a word.	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes				
	Is developing his/her phonological awareness so that he/she can recogniser words with the same initial sound	Read accurately by blending sounds in unfamiliar words containing GPCs* that have been taught *Grapheme-Phoneme Correspondences	Read accurately words of two or more syllables that contain the same graphemes as above				
	Able to say a sound for each letter in the alphabet.	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings	Read words containing common suffixes	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet
	Is able to blend sounds into words so that he/she can read short words made up of known letter-sound correspondences	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the		
	Can read some letter groups that each represent one sound and say the sounds for them.	Read other words of more than one syllable that contain taught GPCs	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered				

Can read a few irregular words matched to the school's phonic programme.	Read words with contractions: e.g. *I'm, I'll, we'll,* and understand that the apostrophe represents the omitted letter(s)					
Is able to read simple phrases and sentences made up of words with known letter-sound correspondences and where necessary, a few exception words.	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation				
Reads aloud simple sentences and books that are consistent with his/her phonic knowledge, including some common exception words.						
Can read words consistent with his/her phonic knowledge by sound-blending.						
Is able to say a sound for each letter in the alphabet and at least 10 digraphs.						
Re-reads books to build up his/her confidence in word reading, his/her fluency and his/her understanding and enjoyment.	Re-read these books to build up their fluency and confidence in word reading	Re-read these books to build up their fluency and confidence in word reading				

Note for references to 'age-appropriate' texts:
Pupils should not be assessed as meeting or exceeding expectations if they are not reading and discussing texts suitable to their age group. Where objectives are similar across year groups, they should be taught in line with year group expectations for writing.

Range of Reading	Engage in story time.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read	Listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks	Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	Continue to read and discuss an increasingly challenging range of fiction, poetry, plays, non-fiction and reference books or textbooks
	Engage in non-fiction books.	Link what they read or hear read to their own experiences		Read books that are structured in different ways	Read books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and choose for a range of purposes
				Show an awareness of links across books	Show an awareness of links across books by the same author	Make comparisons within and across books	Make comparisons within and across books and authors
	Become familiar with a range of traditional tales and picture book stories.	Become very familiar with key stories, fairy stories and traditional tales	Become increasingly familiar with a wider range of stories, fairy stories and traditional tales	Become familiar with a range of books, including fairy stories, myths and legends	Become familiar with an increasingly wide range of books, including fairy stories, myths and legends	Become familiar with a wide range of books, including myths, legends and traditional stories, modern fiction and books from other cultures and traditions	Become increasingly familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
		Retell key stories, fairy stories and traditional tales	Retell a wider range of stories, fairy stories and traditional tales	Retell a range fairy stories, myths and legends orally	Retell a wider range of fairy stories, myths and legends orally	Begin to precis stories from a wide range of genres	Precis stories from a wide range of increasingly challenging genres
Familiarity with Texts	Understands that print has meaning.		Identify the conventions of a key author (e. g. Julia Donaldson- talking animals, ehyming, etc.)	Identify and become familiar with the conventions of a chosen author	Identify and discuss the conventions of a chosen author	Identify and compare the conventions of chosen authors	Identify, compare and evaluate the conventions of chosen authors
	Understands that print can have different purposes.	Read and become familiar with the layout features of a range of text types	Read and become familiar with the layout features of a range of text types	Read and become familiar with the layout features of a range of text types	Read and become familiar with the layout features of a range of text types	Read and become familiar with the layout features of a range of text types	Read and become familiar with the layout features of a range of text types
	Understands that we read English text from left to right and from top to bottom.			Read and become familiar the structure of a range of text types.	Read and become familiar the structure of a range of text types.	Read and become familiar the structure of a range of text types.	Read and become familiar the structure of a range of text types.
	Understands the names of the different parts of a book.	Consider the particular characteristics of tradition tales, key stories and fairy stories	Consider the structures/plot-points of fairy stories fairy stories and traditional tales	Discuss the structures/plot-points of fairy stories, myths and legends	Discuss and compare the sturctures/plot-points of fairy stories, myths and legends	Discuss and compare the structures of a wide range story genres	Explicitly state why a text fits a partiular genre or type
	Understands page sequencing.			Read and become familiar with the grammar features of a range of text types.	Read and become familiar with the grammar features of a range of text types.	Read and become familiar with the grammar features of a range of text types.	Read and become familiar with the grammar features of a range of text types.

	Join in with repeated phrases when a story is read to them.	Recognise and join in with predictable phrases	Identify the basic grammar features of a range of fiction texts	Identify the grammar features of a range of fiction texts.	Identify and become familiar with the grammar features of a range of fiction texts.	Identify and become familiar with the grammar features of an inreasingly wide range of fiction texts.	Identify and become familiar with the grammar features of an increasingly challenging range of fiction texts.
				Read and become familiar with the language and vocabulary of a range of text types	Read and become familiar with the language and vocabulary of a range of text types	Read and become familiar with the language and vocabulary of a range of text types	Read and become familiar with the language and vocabulary of a range of text types
		Recognise simple literary language- story beginnings and endings, onomatopoeia, rhyme, similes, expanded noun phrases, alliteration, repetition	Recognise recurring literary language in stories and poetry- story and paragraph beginnings and story endings-	Identify and discuss literary languauge specific to different genres of stories and poetry- personfication	Identify, discuss and compare literary languauge specific to different genres of story and poetry- metaphors	Identify, discuss and compare literary languauge specific to a wider range of different genres of story and poetry- symbolism/running metaphors	Identify, compare and critique literary languauge specific to a wider range of different genres of story and poetry
		Recognise the differences between front covers for non-fiction and stories.	Explain why authors might use charts and diagrams.	Explain why certain charts, diagrams or photos have been used and they suppport the accompanying text			
Poetry	Learn rhymes and songs.	Learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Read aloud and perform playscripts and poetry, showing understanding through intonation, tone and volume	Practise and read aloud and perform playscripts and poetry, showing understanding through intonation, tone, volume and action	Learn a wider range of poetry by heart	Learn a wider range of personally chosen poetry by heart
	Hear and respond to poems.			Recognise some different forms of poetry	Recognise an increasingly wide range of poetry.	Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Practise poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
Vocabulary	Engages in extended conversations about stories, learning new vocabulary.	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of words, linking new meanings to known vocabulary	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	Use dictionaries to check the meaning of words that they have read	Check that what they read makes sense to them, using a range of techniques when faced with unfamiliar words.	

Learn new vocabulary from texts.	Identify topic words, high-level adjectives, adverbs, etc. specific to the text type/genre.	Identify how words/phrases have been used to create effects, *e.g. humour, atmosphere.*	Identify expressive and descriptive language and explain the effects.	Understand why one word has been chosen over another (e.g. blood-red instead of crimson).	Understand how vocabulary choices are used to keep the text moving or change the direction, tone, voice or opinion.	Comment on how language choices contribute to a text's overall effectiveness.
Demonstrates an understanding of what has been read to him/her by retelling stories and narratives using his/her own words and recently introduced vocabulary.						
Uses and understands recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Recognise and join in with predictable phrases	Recognise simple recurring literary language in stories and poetry	Recognise differences in the language and level of detail used in different text types.	Recognise how specific language choices change the level of formalility of a text.		
Authorial intent	Begin to show sentence knowledge: self-correcting, substituting words that retain grammatical sense or contextual sense.	Find devices used by an author to create a setting/scene.	Find evidence of language that enables a reader to visualise scenes in a narrative.	Understand the different types of description and figurative language that authors use to enable readers to build vivid mental pictures.		Explain what an author wants the reader to see and the details that reveal this.
		Notice how writers emphasise messages, e.g. *CAPITALISATION, a sentence on its own, words and illustrations combined.*		Comment on the success of texts in provoking particular responses.	Understand how an author creates atmospheres and moods through language choices.	Explore in detail the potential interpretations of an author and his/her opinions.
Understand that stories have a beginning, middle and end.	Know that texts have a structure and stories are organised into plot points.	Identify the structure of a text by summarising the key idea of each paragraph.	Identify adverbial phrases used to create cohesion between paragraphs and move a text on.	Identify how mirroring/contrasting phrases create cohesion between paragraphs.		Explicitly state why a text fits a particular genre or text type.
						Identify when an author builds an increasing sense that something is problematic.
	Understand how diagrams and charts work.		Adopt different reading styles according to text types.	Understand that layout choices by the author are deliberate, explaining why certain decisions were made.		Draw conclusions about grammatical devices used by the writer to contribute to the overall effect.

Comprehension						
Answer simple retrieval questions.					Explain how a major event can push a story on/in a new direction.	Consider how action can be used to reinforce a character's development or to challenge perceptions.
	Explore good and bad events that have an impact on a character.	Compare how one character is similar or different to others.	Infer a character's feelings, justifying views with reference to the text.	Recognise how characters are presented in different ways, using text references to justify responses.	Discuss how authors can build characters who are believable.	Provide clear evidence of a character's motivations, decisions and actions.
Sequence main events.	Use picture clues and words to support answers.	Categorise relationships and begin to use vocabulary from the text to describe the nature of them, e.g. friends, enemies	Notice how an author reveals the nature of a relationship through dialogue, actions and description.	Discuss how a relationship evolves from the beginning of a book to the end.	Notice when a writer challenges stereotypes in a relationship that is being developed.	Reflect on characters' personalities through the relationships they foster/reject.
Identify characters.	Use word and picture cues to summise how a character is feeling.	Deduce what a character might be thinking, using both text and pictures.	Talk about the correlation between story events and how a character feels.	Collect a range of evidence to reflect on a character's emotional responses to certain situations.	Explore how certain characters feel at particular times in a story and what causes these changes.	Consider how different characters can have different emotional responses to the same event(s).
Identify settings.		Discuss how and why a story is similar/different to my personal experiences.	Begin to show empathy for a character's dilemma.			
Listen to and talk about stories to build familarity and understanding.	Notice how words and illustrations work together to create settings.	Explain in detail where a story is set.	Identify words/phrases/clauses that enrich a setting.	Analyse the effectiveness of settings to certain parts of stories.	Explore how a setting establishes an atmosphere or mood.	Analyse how a story is set during a certain era, season or time of day.
Listen to and talk about seleted non-fiction to develop a deep familarity with new knowledge and vocabulary.			Imagine a scene in a story because of the description.		Discuss the impact of sentences that stand out in a text and devices used to create that impact.	
		Describe how characters link to the dominant idea.			Explore the predictable nature of a problem and resolution in a story.	
Compare and contrast characters from stories.	Talk about the big idea in a story.	Notice the dominant idea in a story.	Identify the theme (big idea/message) that underpins a fairy story, traditional tale or myth (friendship, courage, compasion, etc)	Talk about the central theme of a text and summarise it, *e.g. betrayal of loved ones.*	Notice that a theme will be built up/reinforced by recurring imagery, *e.g. the tragedy of war.*	Identify the main theme in a text and the running metaphor used to create it.
		Identify interesting parts of a story/non-fiction text and explain why.	Reflect on the most engaging aspects of a text and makes them interesting to the reader.	Analyse the effect of certain plot points on the reader.	Explore the consequences of a certain character's decisions in a narrative.	

Use pictures to clarify meaning.	Use pictures and words to clarify meaning.		Provide simple explanations about events/information.	Compare two texts and explain the similarities and differences.	Sustain interest in longer texts.	Explore a text's meaning for different readers.
Respond to what they hear when being read to with relevant comments, questions and actions.	Discuss new things discovered from reading.	Generate questions before reading and later retrieve specific answers to questions.	Differentiate between facts and opinions in a text.	Sort facts into most/least significant.	Identify emotive language aimed at changing the reader's opinion.	
Identify books or parts of books that they like/dislike.	Make choices about the books they like and explain why.			Talk with friends about books in an opinionated and extended way.	Talk about my personal preferences for authors and genres.	Recognise how a writer's point of view can influence a reader's point of view.
	Notice interesting words and explain how these support personal ideas/opinions.	Retrieve information from a text to support a personal argument.	Comment on features in a text using supporting evidence, *e.g. A bad character is first revealed by 'a sly grin'.*	Locate information confidently, using ICT resources and skills such as text marking.	Select evidence from different points of reference to draw well-informed conclusions.	
	Begin to make predictions based on textual features, *e.g. 'Once upon a time', title, captions, blurb.*	Make straightforward inferences, based on a single point of reference, *e.g. He was upset because it says that he was crying.*		Infer meaning from a text, applying knowledge of the world.	Give detailed interpretations of information in both stories and non-fiction.	Draw conclusions about characters/plot/events that go beyond the words.
Make a simple prediction about what will happen next.	Predict what might happen from illustrations and text.	Predict what might happen next on the basis of more than one clue.	Predict what might happen from two or more details (including illustrations).	Predict what might happen from some implied details (including illustrations).	Predict what might happen from a detail provided.	Predict what might happen from some details implied and stated.
Locate key words on a page.	Locate specific information to answer simple questions.	Locate specific information that reflects the message of a story.	Explore underlying ideas and begin to sort and interpret the most important ones.			Consider the validity of a book's message for the reader and for society today.
		Identify positive and negative emotions in a story.				