Reading Skills Progression

Self-Correcting

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	With a prompt (e.g. 'read it again') identify when what they have read is inaccurate.	Begin to recognise themselves when what they have read is inaccurate or does not make sense.	Identify independently when what they have read is inaccurate or does not make sense.
2	Identify and, with support, begin to self-correct inaccurate reading.	Identify and often self-correct inaccurate reading.	Identify and self-correct inaccurate reading without losing the 'flow' of what is being read.
3	Identify and self-correct, beginning to use some knowledge acquired from being read to.	Often use their own experience of reading to recognise when a word or sentence has been read inaccurately.	Identify and self-correct, using knowledge acquired from being read to and their own experience.
4	Identify and self-correct errors, beginning to use the context of new or unfamiliar words, when prompted.	Identify and self-correct errors, increasingly using the context of new or unfamiliar words or vocabulary knowledge (e.g. root words or prefixes).	Identify and self-correct errors, using the context of new or unfamiliar words or vocabulary knowledge (e.g. root words or prefixes).
5	Self-correct in a range of different reading contexts. Copy	Self-correct with developing fluency.	Self-correct fluently and apply their growing knowledge of root words, prefixes and suffixes to understand new words.
6	Self-correct fluently and with confidence, applying their growing knowledge of root words, prefixes and suffixes to understand new words.	Begin to take into account the context to assist them when self-correcting errors/inaccurate reading.	Self-correct, using the context, and apply their growing knowledge of root words, prefixes and suffixes to understand new words.

Language within Texts

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Join in with and talk about familiar language when sharing a book with an adult.	Begin, with prompts, to identify obvious features of language when sharing a book with an adult.	Comment on obvious features of language (e.g. rhymes and refrains or significant words and phrases).
2	Identify, when prompted, their favourite words, explaining their choices in a simple way.	Begin to note some effective language choices. Begin, with support, to develop their explanations further when discussing their favourite word choices.	Note effective language choices and show skill in discussing their favourite words and phrases (e.g. '"slimy" is a good word').
3	Find and name correctly some basic features of language used (e.g. adjectives).	Collect and comment on some basic features of language used (e.g. 'a lot of adjectives have been used').	Explain some basic features of language used (e.g. adjectives, paired adjectives and adverbs).
4	Notice, when prompted, some basic features of language structure (e.g. a phrase or sentence).	Comment on basic features of language structure and presentation, beginning to explain how they contribute to meaning.	Explain basic features of language structure and presentation, and explain how they contribute to meaning.
5	Identify examples of figurative language in author's work.	Begin to evaluate how authors use language, including figurative language.	Discuss how authors use language, including figurative language.
6	Use, with prompts, metalanguage (e.g. the terms 'simile' or 'metaphor') to discuss how authors use language.	Use metalanguage more instinctively when discussing and evaluating how authors use language, including figurative language.	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

		Begin, with support, to examine the impact of an author's use of language upon the reader.	

Structure and Organisation of Texts

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Identify the beginning or end of stories. Copy	Identify events from the beginning, middle or end of stories. Begin, with support, to notice that fiction is organised differently to non-fiction.	Identify the beginning, middle and end of stories and recognise different sections of a non-fiction text.
2	With prompts, begin to identify familiar patterns of language. Identify some common features of non-fiction texts (e.g. contents page).	Identify, more independently, familiar patterns of language (e.g. first, next, last).Name some further features of non-fiction texts (e.g. index).	Identify familiar patterns of language (e.g. 'Once upon a time', 'first', 'next' and 'finally').Identify and name various organisational features of non-fiction texts (e.g. captions, illustrations, headings, contents page and index).
3	With some support, identify themes in fiction texts (e.g. triumph of good over evil) and the purpose of different parts of non-fiction texts. Explore and talk about poetic structures.	Increasingly identify conventions in text types (e.g. the format of plays).	Identify themes and conventions in a wide range of fiction texts (e.g. a diary entry is written in the first person).Identify the purpose of different parts of non-fiction texts (e.g. sub-headings and numbering).

			Identify some different forms of poetry.
4	Comment, with prompts, on basic features of sentence structure and sometimes text organisation.	Comment on basic features of sentence structure and text organisation across an increasing number of text types. Recognise a growing range of different types of poetry.	Explain basic features across a range of text types. Recognise different types of poetry (e.g. acrostic, calligram, kenning, soliloquy and free verse).
5	Comment on some similarities and differences between texts or versions when prompted to do so.	Identify similarities or differences between texts or versions, beginning to use explanations.	Reflect on similarities or differences between texts or versions, using explanations (e.g. narrative convention in traditional tales).
6	Recognise that a theme runs through a text and encourages us to think more deeply about what lies beneath the surface. Recognise that conventions of writing make a text easier to read.	Begin, with guidance, to compare some themes and conventions noticed within and across text types.	Compare themes and conventions within and across text types, with growing confidence.

Reading Skills Progression

Vocabulary

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Talk about a book with an adult, using some relevant vocabulary.	Listen to stories and hold short structured conversations with adults/peers to develop vocabulary.	Understand the meaning of new words or phrases, with adult support.
2	With adult support, recognise that dictionaries can help us find the meaning of new words.	With adult support, begin to use simple dictionaries including picture dictionaries), to find the meaning of new words.	Use age-appropriate dictionaries or thesauri to find the meaning of new words, with some adult/peer support.
3	With increasing independence, use dictionaries and thesauri to find the meaning of new words.	Begin to express an interest in the meaning and origin of words.	Use dictionaries and thesauri to find the meaning of new words and express interest in the meaning and origin of words.
4	Extend vocabulary by reading from a growing range of sources, including reference books.	Regularly use reference books to extend vocabulary, including the use of a glossary.	Read from a wide range of sources to consolidate and extend vocabulary, using dictionaries, thesauri and reference books effectively.
5	Demonstrate some independence when using dictionaries and thesauri to learn the meanings of new words.	Independently use dictionaries and thesauri to learn the meanings of new words and, with support, begin to recognise shades of meaning.	Routinely use dictionaries and thesauri to learn the meanings of new words and to develop understanding of shades of meaning (e.g. cry, whimper, wail or bawl).

6	Discern, with support, the subtle differences in meaning between closely related words and use these words in different contexts.	Begin to apply their knowledge of shades of meaning across a growing number of texts and writing with some support.	Apply knowledge of shades of meaning across a wide variety of texts and writing, using words appropriately in different contexts (e.g. he had a distinct limp/he passed the test with distinction).

Listening

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Enjoy listening to stories, poems and information books.	Listen attentively, making relevant comments to show they have understood the events or the main ideas in a book.	Listen with concentration to books and discuss what they have heard.
2	Talk to an adult or peer about what they like about a book.	With prompts, begin to express views about what they have read.	Listen to, discuss and express views about books read aloud to them.
3	Listen to and discuss, with some prompts, the main points from a growing range of fiction, poetry, plays and non-fiction.	Listen to and discuss main points from a wide range of fiction, poetry, plays and non-fiction with a response partner.	Listen to, discuss and write comments on a wide range of fiction, poetry, plays and non-fiction, independently or with a response partner, across all curriculum areas.
4	Listen to, and discuss in more detail, a wide range of fiction, poetry, plays and non-fiction, making notes to remember key points.	Listen to, discuss and write comments from a wide range of fiction, poetry, plays and non-fiction, as part of learning in other curriculum areas (e.g. history).	Listen to, discuss and write detailed comments about a wide range of fiction (including whole books), poetry, plays and non-fiction, independently or with a

			response partner, across all curriculum areas.
5	Begin to express their own preferences for texts they would like to listen to.	Discuss their own preferences for text types based on their experience.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference or text books independently, across all curriculum areas, discussing and beginning to justify their own preferences.
6	Begin to listen more thoughtfully to a wide range of genres, increasingly including whole books and classic texts.	Listen thoughtfully to a widening range of genres and authors which they may not have chosen themselves.	Listen thoughtfully to a wider range of genres, including more challenging whole books and classic texts. Experience a range of books/authors which they may not have chosen themselves.

Reading Aloud

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Recognise repeated text or rhymes in stories and poetry, sometimes joining in with the class.	Join in more often with familiar phrases in stories and poetry.	Recognise and join in with predictable, familiar phrases in stories and poetry.
2	Read aloud familiar phrases in stories with developing intonation.	Read aloud familiar sentences and phrases in stories with confidence.	Read and join in with familiar phrases in stories and poems, using own independent reading skills.

3	Prepare simple poems, using a prescribed framework, to read aloud to their teacher, a friend or small group.	Prepare poems and simple play scripts, with support, to read aloud to a group, or with friends to a small audience.	Prepare poems and play scripts to read aloud, using tone, volume and actions to show understanding/assist the understanding of others.
4	Use effective actions to make the meaning in a poem or play script clear.	Use appropriate intonation to make the meaning in poems and play scripts clear.	Prepare poems and play scripts to read aloud, varying their intonation, tone, volume and actions to make the meaning clear to the audience.
5	Practise varying intonation, tone, volume and action to improve the performance of a play or poetry reading.	Improve in the light of feedback, varying intonation, tone, volume and action to improve the performance of a play or poetry reading.	Vary intonation, tone, volume and action to improve the performance of a play or poetry reading, responding in a positive way to constructive feedback.
6	Begin to use gesture and movement to improve the quality of their reading.	Use gesture and movement more appropriately to improve the quality of their reading. Begin to read and recite in role to reflect a character.	Use gesture and movement aptly to improve the quality of their reading. Read/recite in role to reflect a character.

Retelling

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Retell or role-play stories with simple structures.	With help, sequence the main points of a story.	Retell a very familiar story with characteristics of the original.
2	Retell stories more independently, using pictures to help.	Retell stories independently, including the main points and some specific words/phrases.	Retell a range of stories they have listened to, using story language.

3	Begin to retell a wider range of stories (including traditional tales), clearly sequencing the events.	Retell a wide range of stories with appropriate detail.	Retell a wide range of stories, including myths and legends and traditional tales.
4	Retell a wide range of stories by ordering the main points in logical sequence.	Retell a wide range of stories, checking it makes sense and correcting themselves where necessary.	Retell a wide range of stories, including myths and legends and traditional tales, by ordering the main points in a logical sequence and checking that this makes sense.
5	Retell a wide range of stories, including modern fiction and classic literature, by listing the main points in a logical sequence.	Retell a widening range of stories, including literature from their own heritage and worldwide cultures, by listing and describing the main points in a logical sequence.	Retell a wide range of stories, including myths and legends, traditional tales, modern fiction, classic literature and literature from their own heritage or from worldwide cultures, by listing the main events in a logical sequence and elaborating on them.
6	Retell a wider range of stories in alternative styles (e.g. transforming stories into plays) using appropriate planning frames.	Identify the main points to include in a retelling, including transforming narrative poems into stories.	Retell a wide range of stories, identifying the main events and present in different forms (e.g. transforming stories into plays or biographies into autobiographies).

Reading Skills Progression

Reciting

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Recite by heart parts of a simple poem or rhyme.	Recite by heart, beginning to recognise 'in order', a simple poem or rhyme.	Recite by heart, in order, a simple poem or rhyme.
2	Recite poems by heart, beginning to use some appropriate intonation.	Read poems with increasing intonation.	Recite poems by heart, with appropriate intonation, so that the meaning is clear.
3	Recite poems as part of a group, remembering repeated sections by heart.	Recite longer poems, or parts of narrative poems, as part of a group.	Recite longer poems or parts of narrative poems, as part of a group, beginning to remember repeated sections by heart.
4	Recite some familiar lines from plays as part of a group.	Use intonation and expression to take on a role when reciting a line from a play.	Recite lines from short plays by heart, using appropriate intonation, volume and expression.
5	Learn and recite a widening range of poetry by heart, using developing intonation, volume and expression.	Recite a widening range of poetry, using appropriate intonation, volume and expression in order to engage the audience.	Learn/confidently recite a wide range of poems by heart, using appropriate intonation, volume and expression in order to engage the audience and make meaning clear.
6	Begin to perform poetry and plays for an audience.	Perform poetry and plays using intonation, tone and volume to make the meaning clear to the audience.	Prepare poems and plays to read aloud and to perform. Show understanding through intonation tone and volume, making the meaning clear to an audience. Recite a wider range of poetry by heart.

Reading Skills Progression

Personal Reading

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Choose a favourite text to share with an adult.	Choose a favourite text to share with an adult and begin to say what they like about it.	Choose a favourite text to share with an adult and say what they like about it.
2	Choose to re-read books they have enjoyed in class reading sessions.	Say what they like or dislike about a book.	Give one reason why they have chosen a particular text.
3	Begin to show preferences for different types of text (e.g. choosing non-fiction over fiction).	Name some of their favourite authors based on previous reading experiences.	Express preferences for different types of text, such as choosing non-fiction over fiction, or choosing a fiction text based on prior knowledge of an author.
4	Read texts, with guidance, by an increasing number of authors, commenting on their preference. Select books independently from the school library.	Read texts from a growing variety of genres, commenting on their preferences. Make more effective use of libraries.	Read texts by an increasing number of authors and across a wider variety of genres, explaining preferences. Make effective use of libraries and related services with some guidance.
5	Recommend some of the books they have read to their peers.	Recommend books they have read to their peers, beginning to give one or two reasons for their choices.	Recommend books they have read to their peers, giving reasons for their choices.
6	Write book reviews, using a framework, to recommend their book choices to peers. Make use of libraries more independently.	Write book reviews, using their own format, to recommend their choices to peers.	Be familiar with, write and use book reviews to guide their own reading and to recommend their choices to peers. Make use of libraries effectively and independently.

Reading Skills Progression

Discussing

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Answer questions about what is read to them, beginning to include the significance of events.	Ask and answer questions about what is read to them, including the significance of titles and events.	Make relevant comments about what is read to them, including the significance of titles and events.
2	Begin to take part in group and class discussions about what is read to them.	Make increasingly meaningful contributions in discussions about what is read to them, taking turns to speak and listen.	Contribute meaningfully in discussions about what is read to them, taking turns to speak/listen and consider the opinions of others.
3	Express opinions about what is read to them, comparing with other texts.	Take turns in discussions about books, listening to and building upon the opinions of others.	Participate in discussions about texts, taking turns and listening to what others say, valuing their opinion.
4	Make suggestions about rules for discussion.	Develop, agree and apply rules for discussion.	Develop, agree, apply and evaluate rules for discussion.
5	Participate in discussions about books by building on their own or others' views.	Build on their own and others' views during discussions on texts. When prompted, challenge the views of others.	Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
6	Present their own views about texts with clarity. Copy	Make constructive comments about texts which build upon the views of others.	Clearly present their own views about books that are read to them and those they can read for themselves, commenting

		constructively and building upon the contributions of others.

Explaining

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Answer questions on what they have read or listened to.	Make simple comments about what they have read or listened to, to show understanding.	Take turns and listen to others during discussions about books. Explain their understanding of what they have read or listened to.
2	Explain their understanding of the events and themes in familiar books.	Begin to explain their understanding with more clarity in group situations.	Explain and discuss their understanding of what they have read, with growing confidence.
3	Explain the key themes and ideas in a text.	Explain the meaning of words in the context of the text.	Discuss their understanding of, and explain clearly, the meaning of words in context.
4	Begin, with prompts, to discuss paragraphs, chapters and sections.	Extend the range of explanation types used (e.g. descriptive, reason giving) when discussing a text or parts of a text.	Discuss paragraphs, chapters and sections, using a range of explanation types.
5	With support, explain and discuss their understanding of what they have read in a more formal way.	Explain and discuss their own understanding of what they have read through presentations or debates.	Explain and discuss their understanding of what they have read in a formal way, showing some justification of their viewpoint.

6			Explain and discuss their understanding of what they have read through formal presentations and debates (with a maintained focus on the topic and using notes where necessary).Provide reasoned justification for their views on what they have read.
	Present their views on what they have read, maintaining a focus on the topic.	Plan presentations on texts using notes to support them. Begin to provide reasoned justification for their views.	

Deducing and Inferring Information

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Listen attentively to a text (e.g. story or poem) and answer questions with support (e.g. who are the characters?).	Begin to make simple inferences, when prompted by the teacher (e.g. recall what has happened in a familiar story).	Make basic inferences (e.g. explaining what has happened in a familiar story or say who is speaking).
2	Make simple inferences on the basis of what is being said and done. With some support attempt to explain meaning in the text (e.g. why have capital letters been used?).	Participate in discussion, making more plausible inferences regarding books, poems and other materials (those listened to/read for themselves).	Make simple/plausible attempts to explain meanings in the text based on characters' speech or actions.
3	Make some inferences about a character's feelings, based on the text.	Make some inferences about a character's feelings, based on the language used in the text, with support.	Make some inferences about a character's feelings, thoughts and motives based on the language used in the text (not always accurately).

4	Make some accurate inferences about a character's feelings, thoughts and motives based on the language used in the text.	Begin to justify inferences, with prompts, using evidence from a specific point in the text.	Make more accurate inferences about a character's feelings, thoughts and motives, and attempt to justify, using evidence from a specific point in the text.
5	Make inferences about a character's feelings, thoughts and motives and justify inferences, beginning to use evidence from more than one point in the text, with some guidance.	Make inferences about a character's feelings, thoughts and motives, justifying these more independently, using evidence from different points in the text.	Make inferences about a character's feelings, thoughts and motives and justify, using evidence from different points in the text.
6	Make inferences about authorial intent, characters and aspects of plot, when prompted.	Make mostly appropriate inferences about authorial intent, characters and aspects of plot, using some evidence from the text.	Make inferences about authorial intent, characters and aspects of plot, using evidence from the text.

Reading Skills Progression

Predicting

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Predict, with some prompts, what might happen next in familiar stories.	Predict, with support, what might happen next, beginning to relate to what they have read before.	Predict what might happen next, based on what they have read before.
2	Predict what might happen next, beginning to use evidence from the text, with support.	Predict, more independently, what might happen next, sometimes referring to the text.	Predict what might happen next, using evidence from the text.
3	Make more confident predictions, using evidence from the text.	With support, begin to use details, both stated and implied, to inform their predictions.	Predict what might happen next, from details both stated and implied.
4	Draw on their knowledge of similar stories to inform their predictions.	Continue to make predictions based on details, both stated and implied, recognising familiar story patterns from their reading (e.g. weak over strong/wise over foolish).	Predict what might happen from details, both stated and implied, and from their growing experience of books.
5	Begin to give reasons for their predictions when prompted.	Predict what might happen, using their knowledge of books and details, both stated and implied, sometimes giving reasons.	Predict what might happen from details, both stated and implied, and give reasons for predictions.
6	Predict, with confidence, what might happen from details, both stated and implied, giving reasons for their predictions.	Begin to justify predictions, with guidance, drawing on prior knowledge and reading experience.	Predict what might happen from details, both stated and implied, using knowledge gained from a wide variety of texts, and attempt to justify their predictions.

Reading Skills Progression

Making Links

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Answer, with some prompts, questions on the sequence of events in books they are familiar with.	With prompts, begin to discuss the sequence of events in books they are familiar with.	Discuss the sequence of events in books they are familiar with.
2	Answer, with support, questions on cause and effect in narrative (e.g. because Beegu was lost, how did she feel?).	Make some comments on cause and effect in both narrative and non-fiction (e.g. why certain dates are commemorated annually).	Explain cause and effect in both narrative and non-fiction (e.g. what prompts a character's behaviour in a story).Discuss the sequence of events in books and how items of information are linked.
3	Identify, with some support, simple connections between well-known texts (e.g. similarities in plot or theme).	Identify, more independently, some simple connections between texts (e.g. similarities in plot, theme, character or author).	Identify simple connections between texts (e.g. similarities in plot, theme, character or author).
4	With support, begin to recognise some features of the context of a text (e.g. historical setting).	Recognise more features of the context (e.g. historical setting, cultural background).	Recognise features of the context of a text (e.g. its historical setting, social or cultural background).
5	Identify, with guidance, common features in different texts or versions of the same text.	Identify common features in different texts or versions of the same text with some simple comment (e.g. characters and settings).	Identify common features in different texts, or versions of the same text, making simple comments about characters, settings, themes and presentational features.
6	With support, recognise how types of text retain common features, but reflect the	Recognise, more independently, how types of text retain common features, but reflect the time,	Recognise how types of text retain features but also reflect the time, language and

time/historical context in which they were written (e.g. Oliver Twist – poverty and the workhouse).	language and setting in which they were written (e.g. Shakespearian plays).	setting in which they were written (e.g. in Shakespeare's plays and with Dickensian characters).

Answering Inference Questions

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Make some sense of what they have read, using the illustrations to answer simple inference questions, with support (e.g. What do you think will happen next?).	Make more sense of what they have read and, with prompts, answer some simple inference questions using words/phrases such as 'I think… because…'.	Draw on their own experiences, background information provided by the teacher and illustrations to make sense of what they have read. Answer simple inference questions (e.g. What do you think will happen next?). Use words/phrases, such as 'I think … because…'.
2	Draw on their own experiences or background information provided by the teacher to recognise how a character is feeling.	Draw on their own experiences or background information provided by the teacher to make comments on how a character is feeling.	Draw on their own experiences, or background information provided by the teacher, to make comments on how a character is feeling, based on what is said and done.
3	Comment on characters, sometimes based on personal speculation rather than a character's feelings (e.g. 'Mr Twit is horrid').	Comment on characters, increasingly based on personal speculation (e.g. 'I think Mrs Twit is disgusting').	Comment on characters, based on personal speculation rather than characters' feelings.

4	Begin to write down answers, with some grammatical accuracy, trying to justify inferences, with some reference to the text (e.g. 'Mrs Twit is disgusting because she does horrible things').	Write down answers, increasingly, with improving grammatical accuracy, trying to justify inferences, with more reliable evidence from the text (e.g. 'Mrs Twit is disgusting because she puts worms in the spaghetti').	Write down answers, with grammatical accuracy, trying to justify inferences with evidence from the text.
5	Answer, with support, making reference to different parts of the text (e.g. about a character's motives from their actions), using evidence from more than one part of the text).	Answer, increasingly making reference to evidence from across the text.	Make reference to different parts of the text (e.g. answering questions about a character's motives from their actions), using evidence from across the text.
6	Begin to comment, sometimes making inferences or deductions based on evidence from different points in a text, though may not be securely rooted.	Comment, more often making inferences or deductions based on evidence from different points in a text, sometimes securely rooted.	Comment, increasingly making inferences or deductions based on evidence from different points in a text, though may not always be securely rooted.

Asking Inference Questions

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Listen to inferential questions asked by the teacher.	Listen to and begin to answer inferential questions asked by the teacher or peers.	Listen to/talk about inferential questions asked by the teacher or peers.
2	Create, with support, one or two inferential questions based on a visual image or illustrations in a fiction text (e.g.	Create, with increasing accuracy, inferential questions based on a visual image or	Create inferential questions based on a visual image or illustrations in a fiction text (e.g. Why does Beegu look sad?).

	Why do you think…? How does …?Where do you..?).	illustrations in a fiction text (e.g. How do you think Beegu's parents feel?).	
3	Confidently create inferential questions based on a visual image or illustration in a text.	Begin to ask inference questions, based on a single point of reference in the text, with adult support.	Create inference questions, based on a single point of reference in the text, with adult support.
4	Independently create inference questions based on a single point of reference in the text.	With support, create simple inference questions based on a growing knowledge of the text.	Independently create simple inference questions based on their growing knowledge of a text and discuss with a response partner.
5	Confidently create inference questions based on their growing knowledge of a text. Copy	With support, create inference questions based on different points of reference in the text (e.g. what contributed to the character changing her mind?).	Begin to create inference questions based on different points of reference in the text.
6	Create inference questions based on different points of reference in the text.	With support, create inference questions based on evidence from specific parts of the text (e.g. 'How do you know her friend was lying?').	Create inference questions based on evidence from specific parts of the text.

Comment on use of Language

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	With support, begin to notice obvious features of language (e.g. repeated phrases, significant words).	Notice and begin to comment on features of language (e.g. significant words and phrases, repeated phrases).	Notice and comment on obvious features of language, such as significant words and phrases.

2	Choose some favourite words.	With support, choose favourite words and phrases and begin to say why they are effective.	Choose favourite words and phrases and say why they are effective.
3	With support, begin to identify a few basic features of language (e.g. use of adjectives or powerful words).	Identify, more readily a few basic features of language(e.g. use of adjectives or powerful words) and, with support, talk about how these contribute to meaning.	Identify a few basic features of language (e.g. the use of adjectives or powerful words), and talk about how these contribute to meaning.
4	Discuss, with some support, words and phrases that capture the reader's imagination.	Discuss words and phrases that capture the reader's imagination and, with support, talk about how these contribute to meaning.	Discuss words and phrases that capture the reader's imagination and talk about how these contribute to meaning.
5	Briefly comment on writer's choice of words (e.g. He uses lots of adjectives to describe the cave).	Comment on writers' choice of words (e.g. referring to more than one word or phrase).	Comment on the writer's choice of words (e.g. 'furious' shows how angry the character is).
6	Answer questions about basic features of language used.	Identify, more readily, some basic features of language (e.g. the author poses questions for the reader).	Identify some basic features of language used (e.g. 'All the questions make you want to find out what happens next').

Writers' Purpose and View Point

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Answer simple questions about how a text makes them feel, when prompted to do so.	Talk about how the text makes them feel, beginning, with support, to consider how it might make others feel.	Talk about how the text might make the reader feel.

Reading Skills Progression

2	Talk about how the main character feels.	Talk about how different characters might feel, beginning to understand that there are different viewpoints in a story (e.g. different characters).	Understand that there are different viewpoints in a story.
3	Begin, with support, to recognise that the writer has a viewpoint (e.g. 'The writer doesn't like violence') and that presentation contributes to meaning.	Attempt, through discussion, to identify the writer's viewpoint and offer some comments on presentation.	Show awareness that the writer has a viewpoint (e.g. 'The writer doesn't like violence').Explain how presentation contributes to meaning.
4	Recognise a familiar theme in what they have read (e.g. the triumph of good over evil).	Recognise, more independently, themes in what they have read. With support, comment on how structure contributes to meaning.	Look for and recognise themes in what they have read (e.g. the triumph of good over evil).Explain how structure contributes to meaning.
5	Identify, with guidance, the main purpose of a text. Show some awareness of viewpoint, beginning to make reference to the text (e.g. 'He only tells you good things about the farm').	Talk, more confidently, about viewpoint and purpose with more references made to the text.	Identify the main purpose of a text, showing awareness of viewpoint with reference to the text (e.g. 'He only tells you good things about the farm, making the shop sound boring').
6	Identify viewpoint sometimes adding own comment (e.g. 'He knows that he has treated his sister badly').	Identify viewpoint in the text, displaying growing clarity in explanation.	Identify viewpoint in the text, providing explanation (e.g. 'In the end he knows that he has treated his sister badly and tries to help her').

Reading Skills Progression

Overall Effect of the Text

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Attempt, with prompts, to name the overall emotion expressed by stories or poems (e.g. happy or sad).	Speculate on what they believe the overall emotion expressed by a story or poem to be (e.g. happy, sad, funny or scary).	Name the overall emotion expressed by stories or poems (e.g. happy, sad, funny or scary).
2	Make simple statements about likes and dislikes, when prompted to do so.	Say what they liked and disliked, beginning to offer simple reasons with prompts.	Make simple statements about likes and dislikes, sometimes with reasons.
3	Begin, with guidance, to link the effect on the reader to personal experience (e.g. 'She was helpful, like my teacher').	Link the effect on the reader to personal experience, more independently.	Link the effect on the reader to personal experience (e.g. 'She was kind, like my gran').
4	When questioned, attempt to offer simple comments regarding the main purpose.	Add own comment during discussion, stating what they believe the main purpose to be, and recognising, with support, some authorial intent.	Make simple comments about the main purpose of a text beginning to recognise authorial intent.
5	Comment, with support, on the use of language to identify the effect on the reader (e.g. 'The way she describes him makes you think he's disgusting').	Comment, increasingly, on specific use of language to identify the effect on the reader (e.g. 'The way she describes him as "rat like" and "shifty" makes you think he's disgusting').	Comment on specific use of language and identify the effect on the reader (e.g. 'The way she describes him as "rat-like" and "shifty" makes you think he's disgusting').
6	Recognise that a writer/author produces a text to create a particular effect on their reader.	Make, during discussion, simple comments on the overall effect a text has on the reader (e.g. 'It's all about diet and how this affects your health').	Make simple comments on the overall effect on the reader, relating to authorial intent.

Reading Skills Progression

Understanding and Retrieving Information

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Answer, with prompts, some simple questions about familiar texts using picture cues. Enjoy looking at and talking about simple non-fiction books.	Recall some simple points from familiar texts, identifying some keywords. Find, with some support, information in simple non-fiction books.	Recall some simple points from familiar texts. Find information in simple non-fiction books.
2	Begin to recall some specific, simple information (e.g. names of characters).Find, with some support, specified information in non-fiction books.	Recall some specific, simple information (e.g. places).Find, with some support, information in non-fiction books, using some features such as contents page.	Recall some specific, simple information (e.g. the names of characters or places).With some support, find information in non-fiction books using features (e.g. contents page and index).
3	Know what information they need to look for. Begin to check that the text makes sense to them.	Know how to find the information they are looking for. Check that the text makes sense.	Understand what information they need to look for and be clear about the task in hand. Read books for a range of purposes.
4	Use features, such as the contents page and index, more effectively to find and record the information they need. Identify the main ideas from a paragraph and, with support, begin to summarise these.	Use features, such as sub-headings, to locate and record specific information. Identify the main ideas, increasingly drawn from more than one paragraph and summarise these.	Find and record information independently from non-fiction using features (e.g. contents page, the index, text boxes and captions).Identify the main ideas drawn from more than one paragraph and summarise them. Read

			books that are structured in different ways and read for a range of purposes.
5	Use many of the features of non-fiction with increased efficiency, to find information and key facts.	Summarise the main ideas from more than one paragraph and, with some support, identify some key details.	Use the features of non-fiction effectively to find information and present key facts across all curriculum areas. Begin to recognise statements of fact and opinion. Summarise the main ideas from more than one paragraph, identifying some key details.
6	Begin to present information retrieved from non-fiction. With increased confidence, recognise statements of fact and opinion. Summarise the main ideas from more than one paragraph, identifying some key details. Copy	Present, with increasing confidence, information retrieved from non-fiction (e.g. through multimedia, PowerPoint).Independently recognise statements of fact and opinion. Summarise the main ideas from more than one paragraph, identifying key details that support the main idea.	Retrieve, record and skilfully present relevant information from non-fiction, including leaflets, programmes and reviews. Distinguish between statements of fact and opinion. Summarise the main ideas from more than one paragraph, identifying key details that support the main ideas. Read a wider range of genres/text types, structured in different ways, and continue to read for a range of purposes,

Reading Skills Progression

Answering Literal Questions

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	With adult support, answer simple questions on what they have read.	With more independence, answer simple questions on what they have read.	Answer simple questions on what they have read, giving literal answers from the text.
2	Begin to answer two or three questions on what they have read, giving literal answers from the text.	Answer two or three questions on what they have read, giving literal answers from the text and beginning to write them down.	Answer several simple questions on what they have read, giving literal answers from the text and writing them down.
3	Increasingly answer literal questions, locating the part of the text that gives the information.	With increasing confidence, answer literal questions by reading a text closely to find specific information.	Answer literal questions to improve their understanding of a text.
4	Provide more detailed answers to literal comprehension questions.	Begin to scan the text for key words that will help them answer a literal question.	Answer literal questions in more detail by making reference to the text, beginning to scan the text for key words.
5	Give, on occasion, some answers which include quotations or references to the text. Become, with support, more familiar with skimming and scanning techniques.	Give, with increasing accuracy, some answers which include quotations or references to the text. Become more familiar with skimming and scanning techniques.	Give answers which include quotations or references to the text. Display increasing familiarity with skimming and scanning techniques.
6	Make comments about fiction, sometimes supported by relevant textual reference or	Make comments about fiction, generally supported by relevant textual reference or quotation, sometimes checking answers. Use	Make comments about fictional texts, generally supported by relevant textual

	quotation. Use skimming and scanning techniques more effectively. Copy	skimming and scanning techniques with increasing efficiency.	reference or quotation. Show ability to use skimming and scanning techniques.

Asking Literal Questions

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Ask simple questions on the general theme of the book.	With support, ask questions or comment on parts of a text (e.g. illustrations and diagrams).	Ask questions or comment on parts of text (e.g. illustrations, diagrams and changes in font style).
2	Make increasingly relevant comments on stories, poems and non-fiction, relating to their own experience.	Begin, with some prompts, to ask questions based on textual cues.	Ask questions and make comments, based on textual cues.
3	Increasingly answer literal questions, locating the part of the text that gives the information.	With increasing confidence, answer literal questions by reading a text closely to find specific information.	Answer literal questions to improve their understanding of a text.
4	Provide more detailed answers to literal comprehension questions.	Begin to scan the text for key words that will help them answer a literal question.	Answer literal questions in more detail by making reference to the text, beginning to scan the text for key words.
5	Give, on occasion, some answers which include quotations or references to the text. Become, with support, more familiar with skimming and scanning techniques.	Give, with increasing accuracy, some answers which include quotations or references to the text. Become more familiar with skimming and scanning techniques.	Give answers which include quotations or references to the text. Display increasing familiarity with skimming and scanning techniques.

| 6 | Make comments about fiction, sometimes supported by relevant textual reference or quotation. Use skimming and scanning techniques more effectively. | Make comments about fiction, generally supported by relevant textual reference or quotation, sometimes checking answers. Use skimming and scanning techniques with increasing efficiency. | Make comments about fictional texts, generally supported by relevant textual reference or quotation. Show ability to use skimming and scanning techniques. |

Decoding

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Blend phonemes to decode familiar words.Blend phonemes, with support, to decode some unfamiliar words using GPCs that have been taught so far.	Blend phonemes, more independently, to decode familiar and on occasion unfamiliar words, using GPCs that have been taught so far.	Apply their phonic knowledge as the route to decode words. Blend phonemes to decode familiar and unfamiliar words, using many of GPCs that have been taught.
2	Decode more quickly, beginning to establish sounding and blending routines, with prompts.	Decode more competently, using sounding and blending routines with increasing ease.	Blend phonemes to decode familiar and, on occasion, unfamiliar words, continuing to apply their growing phonic knowledge.
3	Blend phonemes to decode familiar and unfamiliar words with increasing ease, applying prior phonic knowledge confidently. Begin, with prompts, to read silently.	Decode with greater speed and ease, beginning, with support, to recognise new vocabulary. Read silently on some occasions, with fewer prompts needed.	Decode quickly, recognising new vocabulary, whilst beginning to focus more on the understanding of the text. Read silently on most occasions.

4	Begin, with support, to use the context of a sentence to assist reading any unfamiliar words. Read silently, more routinely, books which are age-appropriate.	Use, more independently, the context of a sentence to assist reading any unfamiliar words. Begin to decide, with support, when to read silently and when to read aloud using books which are age-appropriate.	Use the context of a sentence to assist reading of unfamiliar words. Read silently or aloud to an audience, reading partner or adult, using books which are age-appropriate.
5	Confidently use the context of a sentence to decode unfamiliar words when reading. Read silently, frequently and with growing confidence, books which are age-appropriate. Fluently read aloud age-appropriate books to different audiences/reading partner/adults.	Explore, independently/with a peer, the pronunciation of any unfamiliar written words which they encounter when reading, acquiring the correct pronunciation with adult support.	Work out how to pronounce unfamiliar written words with increasing competence and accuracy, asking for some help when needed, to assist pronunciation.
6	Use, with some support, their knowledge of morphology to assist pronunciation and begin to infer word meanings.	Use, more readily, growing knowledge of morphology and etymology to assist pronunciation and sometimes infer word meanings.	Use growing knowledge of morphology and etymology to assist pronunciation and infer word meanings.

Reading Skills Progression

GPC (Grapheme-Phoneme-Correspondence)

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Recognise grapheme-phoneme correspondences for 10 or more phonemes.	Recognise grapheme-phoneme correspondences for 20+ phonemes, including some alternative sounds for graphemes, responding with increasing speed and accuracy.	Recognise grapheme-phoneme correspondences for 40+ phonemes, including alternative sounds for graphemes, responding speedily.
2	Develop automatic grapheme-phoneme correspondences for many phonemes taught so far.	Quickly recognise grapheme-phoneme correspondences for many phonemes taught so far, identifying some alternative pronunciations for graphemes and alternative spelling patterns for phonemes.	Automatically recognise grapheme-phoneme correspondences for many phonemes taught so far, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes.
3	Apply and consolidate their knowledge of grapheme-phoneme correspondences, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes.	Demonstrate confidence when reading alternative pronunciations for graphemes and when recognising alternative spelling patterns for phonemes.	Display effective automatic grapheme-phoneme correspondences for phonemes taught, especially alternative pronunciations for graphemes and alternative spelling patterns for phonemes.
4	Apply, with some support, their prior learning in order to embed their understanding of grapheme-phoneme correspondences.	Decode with developing fluency over a growing number of age-appropriate books.	Decode competently over a range of age-appropriate books.

5	Read aloud with increasing ease, recognising, more independently, which books are appropriate for their skill level.	Decode automatically over a range of reading, including more challenging texts.	Decode automatically over a wide range of reading and read aloud effortlessly, recognising appropriateness of text, such as where too many unfamiliar words mar comprehension.
6	Decode increasingly complex new words, reading aloud accurately.	Decode complex new words, reading aloud accurately and competently.	Decode all new words, in age-appropriate reading, accurately.

Application

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Read some words containing taught GPCs.	Correctly read words containing a growing number of taught GPCs and some word endings (e.g. -s).	Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
2	Read, with prompts, a growing number of new and unfamiliar words using their knowledge of GPCs.	Continue to read new words encountered using GPCs and, with support, recognise words containing common suffixes.	Read a growing number of words using GPCs and containing common suffixes, recognising the whole suffix as well as letters.
3	Read more words using GPCs and apply their developing knowledge of root words, prefixes and suffixes.	Begin, with support, to apply learnt knowledge of rootwords, prefixes and suffixes as a tool to facilitate reading aloud and to understand new vocabulary.	Apply, with some independence, their growing knowledge of root words, prefixes and suffixes to facilitate reading aloud and to understand new vocabulary.

4	Apply, with support, their knowledge of morphology and etymology as a tool to facilitate them when reading aloud and when encountering new vocabulary.	Apply, more independently (though some teacher prompts may still be required) a growing knowledge of morphology and etymology to facilitate reading aloud and to understand new vocabulary at an age-appropriate level.	Apply growing knowledge of morphology and etymology to facilitate reading aloud and to understand new vocabulary, at an age-appropriate level.
5	Recognise the role that understanding root words, prefixes, suffixes and word origins play in facilitating their ability to read with fluency, accuracy and for enjoyment.	Begin to apply, more consciously, their growing knowledge of root words, prefixes, suffixes and word origins to improve their reading skill and experience.	Apply a growing knowledge of root words, prefixes, suffixes and word origins to read fluently, accurately and with enjoyment in all curriculum areas and to pursue their interests.
6	Recognise that it is important to read with appropriate volume, tone and expression when reading aloud to an audience to make meaning clear.	Apply most skills taught to develop fluent and accurate reading. Clearly convey meaning through the use of volume, tone and expression when reading aloud.	Apply all skills taught to read fluently and accurately for pleasure and to extend knowledge. Read aloud increasingly challenging texts to an audience, using appropriate volume tone and expression.

Reading Skills Progression

Polysyllabic Words

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Read, with prompts, words of more than one-syllable that contain taught GPCs.	Read, more independently, a greater number of words with more than one-syllable that contain taught GPCs.	Read other words of more than one-syllable that contain taught GPCs.
2	Read words with two syllables that contain taught GPCs, beginning to recognise syllable boundaries.	Read words with two or more syllables that contain taught GPCs, showing awareness of syllable boundaries.	Accurately read words with two or more syllables that contain taught GPCs, using syllable boundaries appropriately.
3	Recognise syllables as 'chunks'/'beats' of sounds in a word, understanding all words have at least one syllable. Identify syllable boundaries in words with two or more syllables.	Read an increasing number of words with two or more syllables that contain taught GPCs, some support may be required at times.	Continue to read an increasing number of words with two or more syllables that contain taught GPCs.
4	Recognise that a polysyllabic word is one which has more than one syllable, giving some examples. Recognise and read a growing number of polysyllabic words that contain taught GPCs.	Read with confidence, to an adult, peer or small group, beginning to embed polysyllabic words.	Read with increasing fluency, to an adult, peer or small group, embedding polysyllabic words more easily.
5	Demonstrate a firm knowledge of what polysyllabic words are, decoding a growing number using syllable boundaries with some confidence.	Routinely use their knowledge of syllables to read a growing number of words.	Use knowledge of syllables to automatically read most words.

6	Apply their knowledge of syllables to read polysyllabic words with confidence, though not always accurately.	Read many polysyllabic words encountered with ease and accuracy.	Fluently read polysyllabic words met.

Compound Words

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Begin, with support, to read two-syllable words made up of two words joined together (e.g. farmyard).	Read, with increasing confidence, two-syllable words made up of two words joined together (e.g. farmyard and football).	Read two-syllable words made up of two words joined together (e.g. farmyard, football, playground, bedroom).
2	Competently read two-syllable words and with support begin to read three-syllable words made up of two words joined together(e.g. everywhere).	Read three-syllable words more confidently, beginning to read four-syllable words made up of two words joined together (e.g. everybody).	Accurately read three and four-syllable words made up of two words joined together (e.g. everywhere or everybody).
3	Recognise that compound words are made when two words are joined together, forming a new word. Identify, with some support, the 'new' compound word and the two words which it has been derived from, which make sense on their own.	Recognise a growing range of compound words (e.g. skateboard, watermelon and altogether).	Continue to develop knowledge of, and recognise, a growing range of compound words, beginning to relate to spelling strategies.

4	Begin, with support, to use their knowledge of compound words to assist expression, sometimes stressing meaning.	Use, more independently, knowledge of compound words to assist expression and stress meaning (e.g. indoor/outdoor).	Independently use knowledge of compound words to assist expression (e.g. 'Everybody listen!'), stressing meaning.
5	Use their knowledge of compound words to infer word meanings, with some support.	Use their growing knowledge of compound words to assist pronunciation and to infer word meanings, more independently, though not always accurately/correctly.	Use a growing knowledge of compound words to assist pronunciation and infer word meanings.
6	Read more complex compound words with support.	Read, more independently and with growing fluency, some complex compound words. Notice how punctuation assists meaning.	Fluently read most complex compound words met, using correct punctuation to assist meaning.

Homophones

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Read, with support, common homophones and begin to notice the difference in meaning (e.g. sun and son).	Read common homophones, noticing, more independently, the difference in meaning (e.g. here and hear).	Read common homophones and notice the difference in meaning.
2	Competently read common homophones, attempting to explain the difference in meaning.	Read a growing number of homophones and near homophones, showing awareness that such	Read homophones and near homophones and understand the difference in meaning

		words have the same pronunciation but different meanings.	(e.g. see/sea, bare/bear, blue/blew, night/knight and their/there).
3	Recognise that the word 'homophone' means 'one sound', identifying homophones and near homophones as words which sound the same but are spelt differently and have a different meaning.	Identify and read a greater number of homophones and near homophones (e.g. grate/great, here/hear and knot/not), stating, with some support, the difference in meaning.	Read further homophones and near homophones (e.g. accept/except, missed/mist, weather/whether and heel/heal/he'll) to assist understanding.
4	Recognise the importance of pronouncing homophones and near homophones carefully when reading aloud in order to aid the listener/listeners.	Attempt to pronounce known homophones and near homophones carefully when reading aloud.	Pronounce further homophones and near homophones carefully when reading aloud to clarify meaning.
5	Demonstrate that they know a bank of homophones and near homophones, being able to pronounce them appropriately and explain their difference in meaning.	Begin to notice other words that are often confused (e.g. advice/advise and device/devise. See statutory guidance) and, with support, discuss the meaning and pronunciation of these words in order to make sense of what they read.	Read homophones (e.g. allowed/aloud) and other words that are often confused (e.g. practise/practice) from the statutory guidance, in order to assist understanding of a text.
6	Confidently read many homophones from the statutory guidance, being able to explain the difference in meaning for many.	Read some non-statutory homophones, deducing their meaning with support.	Read an extended range of homophones, including non-statutory words, to assist understanding of a text.

Contractions

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Recognise, with support, some simple words with contractions (e.g. I'm).	Read, more independently, simple words with contractions (e.g. I'm and I'll).	Read simple words with contractions, beginning to understand that the apostrophe symbol represents missing letters (e.g. I'm, I'll and we'll).
2	Read, with support, a growing number of contractions found in texts.	Recognise a greater number of contractions in texts, reading, more independently, those that are familiar/age-appropriate.	Independently read a growing number of contractions found in texts which are age-appropriate (e.g. can't, didn't, hasn't, couldn't, it's and I'll).
3	Identify that a contraction is a shortened version of a written or spoken word, providing some examples. Identify and read more contractions which they encounter in texts.	Recognise that the apostrophe in a contraction represents an omitted word (e.g. don't and do not/can't and cannot).Begin, with support, to notice that contractions occur in informal language. Copy	Read words with contractions and understand that the apostrophe represents the omitted letter/word, (e.g. can't and couldn't) and know which word/s it is a contraction of.
4	Confidently read known contractions, demonstrating a firm understanding that the apostrophe represents the omitted word and know which word/s it is a contraction of.	Read, more carefully, most contractions encountered when reading, understanding the difference between 'we're' and 'were' with support. Copy	Read all words with contractions carefully, and understand the difference between 'we're' and 'were'.

5	Confidently read a range of contractions, beginning to recognise, with support, some common misconceptions that are made.	Identify the need to read contractions carefully in order to avoid misconceptions which may mar understanding. Consciously begin to read contractions with increasing care, though some prompts may still be required. Copy	Carefully read contractions to avoid misconceptions (e.g. shell/she'll).
6	Routinely read contractions accurately, making some errors with ones they have not faced before.	Explain what contractions are, providing examples and stating the importance of reading them carefully.	Read accurately, displaying a sound knowledge of contractions.

Exception Word Reading

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Read common exception words, noting some unusual correspondences between spelling and sound with support (e.g. 'the' and 'do').	Read common exception words, sometimes identifying unusual correspondences between spelling and sound, beginning to notice where these occur in the word.	Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in words (e.g. the, to, said and was).
2	Recognise that common exception words are words in which the English spelling code works in an unusual or uncommon way. Identify, without support, some	Read, with more confidence, a growing number of common exception words, showing a simple awareness that these words use a particular	Read further common exception words, noting unusual correspondence between spelling and sound and where

	simple common exception words when reading.	combination of letters to represent sound patterns in a rare or unique way.	these occur in words, (e.g. because, Mrs, would and who).
3	Read, with some prompts, more exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (e.g. busy and business).	Read, more confidently, an increasing number of exception words noting the unusual correspondences between spelling and sound, and where these occur in the word (e.g. appear and disappear). Copy	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
4	Recognise and apply their knowledge of exception words to age-appropriate reading.	Continue to recognise and read more exception words as they learn new vocabulary. Recognise and apply a widening knowledge of exception words to age-appropriate reading.	Recognise and apply a wide knowledge of exception words to age-appropriate reading and beyond.
5	Read more complex exception words, with support.	Pinpoint exception words which pose greater challenge, attempting to read them with growing independence, asking for help when needed.	Read an increasingly complex range of exception words.
6	Read most of the complex exception words which they encounter when reading, though they may still need some support at times.	Read, more independently, complex exception words, some of which are beyond an age-appropriate level.	Read complex exception words encountered in their reading.

Reading Skills Progression

High Frequency Words

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Recognise some common high frequency words.	Recognise a growing number of common high frequency words, reading them with increasing speed and accuracy.	Recognise a range of common high frequency words automatically.
2	Recognise and read a growing number of age-appropriate high frequency words, sometimes using sounding and blending.	Recognise and read age-appropriate high frequency words more automatically.	Read age-appropriate high frequency words without overt sounding and blending.
3	Recognise and confidently read all prior learnt high frequency words with increasing speed and ease.	Read a larger bank of high frequency words appropriate to their age, without overt sounding and blending.	Read high frequency words, without sounding and blending. Display effective and automatic recognition of most age-appropriate high frequency words. Copy
4	Read high frequency words within a text, beginning to self-correct any errors when prompted.	Read, more accurately, high frequency words within a text, self-correcting noticed errors more independently, though not always appropriately.	Read high frequency words within a text, accurately in most instances, self-correcting appropriately.
5	Show some awareness that reading high frequency words accurately is important.	Routinely read age-appropriate high frequency words more accurately, self-correcting appropriately.	Recognise the need to read high frequency words accurately to obtain the correct meaning of the text, self-correcting where necessary.
6	Read all high frequency words fluently and accurately within age-appropriate texts.	Read high frequency words, fluently and accurately, within a widening range of texts,	Read high frequency words fluently and accurately, within any text.

		including some that go beyond an age-appropriate level.	

Reading Books

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Read phonetically decodable books, with support.	Read phonetically decodable books, sometimes with appropriate guidance.	Accurately read phonetically decodable books, consistent with their developing phonic knowledge.
2	Read books closely matched to their expanding phonic knowledge, sounding out with some prompts required at times.	Read books aloud, with developing fluency, which are closely matched to their improving phonic knowledge, sounding out more automatically.	Read aloud books closely matched to their improving phonic knowledge, sounding out automatically and reading with fluency.
3	Read books confidently using a banding system, selecting their own book from within that band which meets the needs of their reading ability.	Select and read books not always taken from a banding system, though their own choice may not extend their reading ability sufficiently and so teacher direction and intervention will be required.	Read books, selected with some teacher support to extend reading ability.

4	Identify some factors which assist individuals when making book choices (e.g. blurb, peer/author recommendation).	Begin, with support, to read books which they have selected for themselves, considering a choice that will suit but also extend their reading ability. Copy	Begin to make own book choices, from books at their level, using the blurb/peer recommendation/author to assist their book choice.
5	Recognise the need to consider their reading ability and the value of challenging themselves, as well as personal preference when making their own book choice.	Begin to make their own book choices, paying attention to books which they feel will suit but also extend their reading capacity, asking for help when necessary.	Make their own book choices, knowing which books they can read fluently and showing personal preference.
6	Make their own book choices, more routinely combining challenge with reading preference.	Begin, with prompts and some guidance to widen their reading experiences (e.g. exploring new authors or reading a genre they would not usually choose).	Make their own book choices, combining challenge with reading preference and widening their range of reading to include new authors and a range of genres.

Reading Skills Progression

Fluency and Confidence

Year Group	End of term 1 expectations	End of term 2 expectations	End of year expectation (Essential Skill)
1	Re-read, with some prompts, familiar phonetically decodable books to help to build up their fluency and confidence.	Re-read, more independently, familiar phonetically decodable books to increase fluency, confidence and enjoyment.	Re-read familiar phonetically decodable books to build up their fluency, confidence, understanding and enjoyment.
2	Confidently re-read familiar phonetically decodable books, with common exception words in to continue to build up their fluency, confidence, understanding and enjoyment. Re-read, with some support, less familiar phonetically decodable books.	Re-read, more independently, both familiar and less familiar phonetically decodable books, containing a greater number of common exception words in order to improve their fluency, confidence, understanding, vocabulary and enjoyment.	Re-read familiar and less familiar phonetically decodable books, with common exception words in context, to build up their fluency, confidence, understanding, vocabulary and enjoyment.
3	Recognise, with support, that pronunciation refers to the way in which a word is pronounced/spoken and is important so others understand what you are saying.	Begin, with support, to pay attention to pronunciation when reading themselves or being read to. Investigate pronunciation with support. Copy	Pay attention to correct pronunciation when reading or being read to.
4	Try out, with support, different pronunciations when reading longer words.	Read with developing fluency. Explore, more independently, different pronunciations when reading longer words, using taught strategies.	Read with fluency, using strategies effectively with understanding and expression, trying out different pronunciations in longer words.

5	Recognise that it is important to focus on all letters when decoding unfamiliar words.	Attempt to focus on all letters when independently working out unfamiliar words, though they will not do this all the time.	Work out any unfamiliar words, focusing on all letters so that they do not mistake similar, more familiar words.
6	Show an awareness of more complex punctuation when reading.	Use punctuation more effectively to read aloud.	Use punctuation effectively to read aloud for an audience.