



# Reading Progression Map

## Reception

Statutory Framework for the Early Years Foundation Stage – Early Learning Goals (ELGs)	Read Write Inc. Phonics
<p><b>Literacy</b></p> <p><b>Comprehension</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>• Anticipate – where appropriate – key events in stories;</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<p>Talking about the books is an integral part of the programme.</p> <p>At the end of the 'Story Introduction', children are often asked to discuss with their partner what they think might happen next before reading the story for the first time.</p> <p>In the 'Read Aloud – Teacher' activity, teachers read the whole Storybook to children with expression, then ask them a comprehension question at the end.</p> <p>In 'Questions to talk about' at the back of each Storybook, children answer a range of 'how' and 'why' questions to check their understanding of the text.</p> <p>In Storytime and Poetry Time (on the <i>Read Write Inc. Phonics</i> Online Subscription on Oxford Owl), children listen to teachers perform stories and poems. During the second reading, teachers pause and ask children to discuss a number of questions with their partner. This ensures that children engage with the content of the stories and poems in terms of vocabulary, characters, settings and events.</p> <p>Additional comprehension support is available in the <i>Talk Through Stories</i> part of Ruth Miskin Training's Online Training Subscription.</p>
<p><b>Word Reading</b> Children at the expected level of development will:</p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs;</li> <li>• Read words consistent with their phonic knowledge by sound-blending;</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p>Phonic knowledge is taught in the Speed Sounds Lessons and applied in the Storybook lessons.</p> <p>The Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.</p> <ul style="list-style-type: none"> <li>• Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h / r j v y w / z x sh th ch qu ng nk</li> <li>• Children learn the digraphs / ll ss ff ck / in Word Time 1.7 whilst reading Ditties.</li> <li>• When reading Green Level books (that contain Set 1 sounds), children start to learn the Set 2 sounds in the Speed Sounds Lessons.</li> <li>• Set 2 teaches 12 vowel digraphs/trigraphs: ay ee igh ow oo oo ar or air ir ou oy</li> </ul>
	<p>Children meeting progress expectations will be able to say a sound for each letter of the alphabet and at least 10 digraphs by the end of Reception.</p> <p>Children will go on to learn alternative spellings (Set 3) in Year 1.</p> <p>Children are taught to sound-blend from the very beginning, initially orally using 'Fred Talk'. Once children know the first few sounds, they will use the Speed Sounds Cards and then the Green Word Cards to blend the sounds they know into simple words.</p> <p>Common exception words are practised as Red Words (high frequency words with a low frequency grapheme). Children are taught to read and spell Red Words and then read them in the Ditty and Storybooks, to ensure children learn to read and spell them with confidence.</p> <p>Children start reading simple sentences in the Red Ditty Books and then read fiction and non-fiction books carefully matched to their growing phonic knowledge from Green Level onwards.</p>

# Year One

National Curriculum English programmes of study: Year 1	Read Write Inc. Phonics – reading	Read Write Inc. Phonics – writing
<b>Reading – word reading</b> <b><i>Pupils should be taught to:</i></b>	<b>All the skills below are covered through the reading of the carefully-led fiction and non-fiction books in the programme.</b>	
<i>'Apply phonic knowledge and skills as the route to decode words.'</i>	Throughout	
<i>'Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.'</i>	<p>Throughout</p> <p>The Read Write Inc. Speed Sounds Lessons follow a careful progression, with sounds being introduced sequentially in a structured and systematic way.</p> <p>The sounds are taught in this order:</p> <p>* Set 1 teaches the most common sound-letter correspondences: m a s d t / i n p g o / c k u b / f e l h sh r / j v y w / th z ch qu x ng nk</p> <p>* Set 2 teaches alternative vowel sounds: ay ee igh ow oo oo ar or air ir ou oy</p> <p>* Set 3 is made up of alternative spellings of Set 2 sounds: ea oi e a-e i-e o-e u-e aw are ur er ow ai oa ew ire ear ure.</p> <p>The Speed Sounds are taught using cards and are the key focus sounds that children learn. As they move up the levels, more unusual correspondences that they need to learn are pointed out to them as alternatives on the Complex Speed Sound Chart, e.g. ph is not taught using a sound card but as an alternative to the more common spelling 'f'.</p>	

<i>'Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.'</i>	Throughout  Children's ability to decode unfamiliar words can be assessed using the Nonsense Word Cards (see <i>Read Write Inc. Phonics Online</i> ) in the Speed Sounds Lessons.	
<i>'Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.'</i>	The majority of the common exception words are practised as Red Words (high frequency words with a low frequency grapheme).  Children practise spelling Red Words in the Red Rhythms activity (Yellow–Grey Levels). In the Write About activities for each Storybook, children will use a range of Red Words in their writing compositions.	
<i>'Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.'</i>	Throughout	
<i>'Read other words of more than one syllable that contain taught GPCs.'</i>	Throughout. Children read multi-syllabic words from Green Level onwards.	
<i>'Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).'</i>	Throughout	See Grammar activities for Yellow Storybook 2 <i>Off sick</i> and Blue Storybook 9 <i>A box full of light</i> .
<i>'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.'</i>	Throughout. The Storybooks follow a careful progression to ensure that children never try to read a book that is beyond their phonic knowledge.	
<i>'Re-read these books to build up their fluency and confidence in word reading.'</i>	Throughout. Children read each book three times, focusing on decoding, then speed, then fluency.	
<b>Reading – comprehension</b> <b><i>Pupils should be taught to:</i></b>		
<b><i>'Develop pleasure in reading, motivation to read, vocabulary and understanding by:</i></b> <ul style="list-style-type: none"> <li><i>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</i></li> </ul>	Storytime and Poetry Time sessions – see <i>Read Write Inc. Phonics Online</i> . <ul style="list-style-type: none"> <li>There are six poems for Reception and six for Year 1; six short fairy stories for Reception and six for Year 1.</li> <li>Each story or poem can be read aloud in</li> </ul>	

	<p>a session and there are accompanying teaching notes with activities.</p> <ul style="list-style-type: none"> <li>These give children access to fiction and poetry at a level beyond that at which they can read independently.</li> </ul>	
<ul style="list-style-type: none"> <li>Being encouraged to link what they read or hear read to their own experiences.</li> </ul>	See 'What's the message' in Storytime.	In Step 1 of each Write About, the teacher links an aspect of the story to their own experience, then asks the child to do the same.
<ul style="list-style-type: none"> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> </ul>	Throughout, in particular Storytime.	
<ul style="list-style-type: none"> <li>Recognising and joining in with predictable phrases.</li> </ul>	Throughout, in particular Storytime and Poetry Time.	
<ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart.</li> </ul>	See Poetry Time.	
<ul style="list-style-type: none"> <li>Discussing word meanings, linking new meanings to those already known.'</li> </ul>	Throughout, in particular the Vocabulary check words, which are provided online with an image in Green–Orange Levels and in the Story/Non-fiction books in Yellow–Grey Levels.	See Vocabulary activities in the <i>Get Writing!</i> Books Yellow–Grey Levels.
<p><b>'Understand both the books they can already read accurately and fluently and those they listen to by:</b></p> <ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>Discussing the significance of the title and events.</li> </ul>	Throughout, particularly the Think About the Story activity.	Throughout
<ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done.</li> </ul>	Throughout	
<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far.'</li> </ul>	Throughout	
<p><i>'Participate in discussion about what is read to them, taking turns and listening to what others say.'</i></p>	Discussion is encouraged throughout the programme, both about books that the children read themselves, and those that they listen to during class Storytime and Poetry Time sessions.	
<p><i>'Explain clearly their understanding of what is read to them.'</i></p>	Throughout	

# Year Two

## Word Reading:

- ☐ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  
*I can use the sounds I know to decode words automatically and my reading is fluent.*
- ☐ Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.  
*I can read and blend all sounds I have been taught and recognise alternative sounds for letters or groups of letters.*
- ☐ Read accurately words of two or more syllables that contain graphemes taught so far.  
*I can read words of two or more syllables that contain sounds I have been taught.*
- ☐ Read words containing common suffixes.  
*I can read words containing common suffixes.*
- ☐ Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.  
*I can read further common exception words and see where the sounds do not match the spelling.*
- ☐ Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.  
*I can read most words quickly and accurately without needing to sound and blend words I have seen before.*
- ☐ Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.  
*I can read aloud books within my reading level, without making many errors and sounding out new words without long pauses.*
- ☐ Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.  
*I can re-read books sounding out new words correctly to improve my speed and confidence.*

## Spoken Language:

- ☐ Listen to, discuss and express views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which he/she can read independently.  
*I can listen to, talk about and have an opinion on a wide range of poetry, stories and non-fiction.*
- ☐ Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  
*I can continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with a voice that makes the meaning clear.*
- ☐ Discuss his/her favourite words and phrases.  
*I can discuss my favourite words and phrases.*
- ☐ Answer and ask questions.  
*I can answer and ask questions.*



## Comprehension:

- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which he/she can read independently.  
*I can enjoy and understand books by listening to, talking about and expressing my views on poems, stories and non-fiction texts that I can't read myself.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.  
*I can enjoy reading and discussing the order of events in books and how items of information are related.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.  
*I can enjoy reading by knowing a wider range of stories, fairy stories and traditional tales and I can retell them to others.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.  
*I can enjoy reading by recognising repeated themes and ideas in stories and poems.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.  
*I can explain the meaning of words that I know and I can ask about the meaning of new words. I can link the meaning of new words to those I already know.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases.  
*I can talk about my favourite words and phrases.*
- ☐ Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  
*I can enjoy reading poems and know some off by heart. I can say what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.*
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.  
*I can use what I have already read or heard, or from the information a teacher has given me, to help me understand what I am reading.*
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.  
*I can spot if a word has been read wrongly by following the sense of the text.*
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by making inferences on the basis of what is being said and done.  
*I can say how the characters might feel in a story I have read or heard on the basis of what is said and done.*
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions.  
*I can ask and answer simple questions about the books or stories I am reading.*
- ☐ Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.  
*I can say what might happen next in a story based on what has happened so far.*
- ☐ Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.  
*I can take part in a group talk about what we have listened to. I take turns and listen to what others have to say.*
- ☐ Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.  
*I can explain what I think about books, poems and other material that I have read or heard.*

# Year Three

## Word Reading:

- ☐ Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words he/she meets, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1.  
*I can use my knowledge of root words, prefixes (including dis-, mis-, in-, il-, im-, ir-), and suffixes (including -ly), to help me read aloud and to understand the meaning of new words.*
- ☐ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.  
*I can read further exception words including words, that do not follow spelling patterns.*

## Spoken Language:

- ☐ Prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action.  
*I can prepare poems and play scripts to read aloud and to perform, showing my understanding by using the tone of my voice and actions.*
- ☐ Participate in discussion about books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.  
*I can talk in a group about books that are read to me and those that I read, taking turns and listening to what others say.*

## Comprehension:

- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays and non-fiction.**  
*I can make reading fun by listening to and discussing stories, poems, plays and non-fiction work.*
- ☐ ☐ Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.  
*I can show that I enjoy reading by reading lots of different types of books.*
- ☐ ☐ Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  
*I can read a wide range of books, including fairy stories, myths and legends and retell some of them to others.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.**  
*I can tell you what a book that I am reading is about.*
- ☐ ☐ Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and performing play scripts.  
*I can read aloud poems and perform play scripts.*
- ☐ ☐ Maintain positive attitudes to reading and understanding of what he/she reads by discussing words that capture the reader's interest and imagination.  
*I can discuss words that excite me in the books that I read.*
- ☐ ☐ Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding of words.  
*I can understand what I have read, checking that it makes sense by talking to others about it.*
- ☐ ☐ Understand what he/she reads by asking questions to improve his/her understanding of a text.  
*I can ask questions about the texts that I have read to help me understand them.*
- ☐ ☐ **Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.**  
*I can work out what a character in a book is feeling by the actions they take and can explain how I know.*
- ☐ ☐ **Understand what he/she reads by predicting what might happen from details stated.**  
*I can predict what might happen from clues in what I have read.*
- ☐ ☐ Understand what he/she reads by identifying main ideas drawn from within one paragraph and summarise these.  
*I can tell someone about the main ideas in a paragraph.*
- ☐ ☐ Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.  
*I can say how a text is organised to help me understand it using paragraphs, headings, sub-headings and inverted commas to show speech.*
- ☐ ☐ **Retrieve and record information from non-fiction.**  
*I can use non-fiction texts to find out information on a subject.*
- ☐ ☐ Participate in reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.  
*I can talk about books and poems and I can take turns in telling people about them.*



# Year Four

## Word Reading:

- ☐ Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).  
*I can use my understanding of root words, prefixes (including re-, sub-, inter-, super-, anti-, auto-), and suffixes (including -ation, -ous), to help me understand the meaning of new words.*
- ☐ Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word, with reference to spelling English Appendix 1.  
*I can read and decode further exception words accurately, including words that do not follow spelling patterns.*

## Spoken Language:

- ☐ Ask reasoned questions to improve his/her understanding of a text.  
*I can ask reasoned questions to improve my understanding of a text.*
- ☐ Participate in considered discussion about both books that are read to him/her and those that can be read for himself/herself, taking turns and listening to what others say.  
*I can take part in considered discussion about books that are read to me and those that I can read, taking turns and listening to what others say.*

## Comprehension:

- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**  
*I can show that I enjoy reading by reading a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.**  
*I can show that I enjoy reading by reading lots of different types of books and for different reasons.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.**  
*I can use a dictionary to check the meaning of words.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.**  
*I can read a wide range of books, fairy stories, myths and legends and retell some of them to others.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader's interest and imagination.**  
*I can discuss words and phrases that excite me in the books that I read.*
- ☐ ☐ **Maintain positive attitudes to reading and understanding of what he/she reads by recognising some different forms of poetry e.g. free verse, narrative poetry.**  
*I can discuss different types of poetry e.g. free verse and narrative poetry.*
- ☐ ☐ **Understand what he/she reads by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.**  
*I can check what I have read, and that I have understood it, by telling someone else what has happened.*
- ☐ ☐ **Understand what he/she reads by asking questions to improve his/her understanding of texts of increasing complexity.**  
*I can ask questions about what I have read to help me understand a complicated text.*
- ☐ ☐ **Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.**  
*I can tell from what I have read how a character is feeling and thinking and why they take an action. I can show you the parts of the text that tell me this.*
- ☐ ☐ **Understand what he/she reads by predicting what might happen from details stated and implied.**  
*I can predict what will happen in a text, using details I have already read to help me.*
- ☐ ☐ **Understand what he/she reads by identifying main ideas drawn from more than one paragraph and summarise these.**  
*I can summarise what has happened in a text, using themes from paragraphs to help me.*
- ☐ ☐ **Understand what he/she reads by identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials.**  
*I can understand how the use of words in a text, how it is set out, and its presentation add to its meaning.*
- ☐ ☐ **Retrieve and record information from non-fiction over a wide range of subjects.**  
*I can find and record information from non-fiction texts over a wide range of subjects.*
- ☐ ☐ **Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.**  
*I can join in a clear reasoned discussion about the books and poems that I have read, taking turns and listening to others.*

# Year Five

## Word Reading:

- ☐ Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.  
☐ I can read aloud and understand the meaning of at least half of the words on the Year 5/6 list.

## Spoken Language:

- ☐ Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.  
☐ I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously.

## Comprehension:

- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  
☐ I can read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity 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.  
☐ I can read, enjoy and understand a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from the past and books from other cultures or traditions.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.  
☐ I can write or give a detailed book review including reasons why I would recommend the book.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.  
☐ I can discuss and compare events, structures, issues, characters and plots of stories, poems and information texts.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within a book.  
☐ I can discuss and compare events, issues and characters within a book.
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by preparing 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.  
☐ I can prepare poems and plays to read aloud and perform. I can change my voice to make them sound more interesting to listen to and to make the meaning clear.
- ☐ Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.  
☐ I can understand what I am reading by checking the book makes sense and finding the meaning of new words.
- ☐ Understand what he/she reads by asking questions to improve his/her understanding of complex texts.  
☐ I can ask sensible and interesting questions about the texts to help me understand them more.
- ☐ Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.  
☐ I can explain characters' feelings, thoughts or reasons for their actions. I can explain my thoughts with evidence from the text.
- ☐ Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.  
☐ I can predict what might happen in increasingly complex texts by using evidence from the text.
- ☐ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  
☐ I can talk about why authors use language, including figurative language, and the impact it has on the reader.
- ☐ Distinguish between statements of fact and opinion.  
☐ I can tell the difference between statements of fact and opinion.
- ☐ Retrieve, record and present information from non-fiction.  
☐ I can find and write down facts and information from non-fiction texts.



# Year Six

## Word Reading:

- ☐ Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 6 spelling.  
*I can read aloud and understand the meaning of the words on the Year 5/6 list.*

## Spoken Language:

- ☐ Ask specific reasoned questions to improve his/her understanding.  
*I can ask specific reasoned questions to improve my understanding.*
- ☐ Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.  
*I can participate in discussions about books that are read to me and those that I can read, building on my own and others' ideas and challenging views courteously and with clear reasoning.*
- ☐ Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.  
*I can explain and discuss my understanding of what I have read, including through formal presentations and debates in pairs, groups and the whole class, maintaining a focus on the topic and using notes where necessary.*
- ☐ Perform his/her own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.  
*I can perform my own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear.*

## Comprehension:

- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways and reading for a range of purposes.  
*I can read, enjoy, understand and discuss books that are written by different authors, in different styles. I can read books that are structured in different ways for different purposes e.g. for fun or research.*
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.  
*I can read, enjoy and understand a wide range of books, including books from our literary heritage and books from other cultures and traditions.*
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing.  
*I can discuss ideas, events, structures, issues, characters and plots of texts across a wide range of writing.*
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.  
*I can discuss and compare themes, structures, issues, characters and plots within a book and between different books.*
- ☐ Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.  
*I can read, understand and learn from a wide range of poetry, and can learn longer poems by heart.*
- ☐ Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, and identifying key details that support the main ideas.  
*I can show my understanding of texts by summarising the main ideas over a paragraph or a number of paragraphs, finding key details as evidence to support my views.*
- ☐ Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.  
*I can understand how language, structure and presentation contribute to the meaning of a text.*
- ☐ Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  
*I can talk about how authors use language, including figurative language, and the impact it has on the reader.*
- ☐ Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.  
*I can show my understanding of texts and poems through presentations and debates and can present information using notes I have created to help me focus on the topic in my presentation.*
- ☐ Provide reasoned justifications for his/her views.  
*I can fully explain my views with reasons and evidence from the text.*