

Deer Park Primary School



Reading Curriculum Progression Framework

Reading EYFS Cycle

	Autumn	Spring	Summer
Comprehension	<ul style="list-style-type: none"> •Can they re-read books to develop word reading, their fluency and their understanding and enjoyment? 	<ul style="list-style-type: none"> •Can they re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment? •Can they use full sentence to talk about events/ characters in texts? 	<ul style="list-style-type: none"> •Can they demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary? •Can they anticipate – where appropriate key events in stories? •Can they use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play?
Word Reading	<ul style="list-style-type: none"> •Can they read individual letters by saying the sounds for them (in line with SSP programme)? •Can they blend sounds into words, so I can read short words made up of known letter-sound correspondences? 	<ul style="list-style-type: none"> •Can they read some letter groups that each represent one sound and say sounds for them? •Can they read a few common exception words matched to the school’s phonic programme? 	<ul style="list-style-type: none"> •Can they say a sound for each letter in the alphabet and at least 10 digraphs? •Can they read words consistent with their phonic knowledge by sound-blending? •Can they read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words?

Reading Year 1 Cycle

	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> •Do they know when to use phonic knowledge to decode words? •Can they read common words using phonic knowledge where possible? •Can they read words of more than one syllable that contain taught GPCs? •Can they read phonetically decodable texts? 	<ul style="list-style-type: none"> •Do they know which parts of words can be decoded using phonics? •Can they blend sounds in unfamiliar words based on known GPCs? •Can they read words with familiar endings? •Can they read words which have the prefix –un added? •Can they divide words into syllables, for examples pocket. Rabbit, carrot? 	<ul style="list-style-type: none"> •Can they hear and recognise all 40+ phonemes? •Can they match all 40+ graphemes to their phonemes? •Can they identify all 40+ graphemes in their reading? •Do they know that words can have omitted letters and that an apostrophe represents the omitted letter? •Can they find contraction in their reading? •Can they Read words with contractions? •Can they read compound words?
Reading for Pleasure	<ul style="list-style-type: none"> •Do they know that there are different kinds of books? •Do they know the difference between a story book and an information book? •Can they find the author, title, and the illustrator of a book? •Do they know some familiar stories? •Can they recognise familiar story language? 	<ul style="list-style-type: none"> •Can they say what they like or dislike about a book? •Can they say if a story reminds them of another story or something that they have experienced? •Can they listen to others' ideas about a book? •Can they find familiar story language in stories read a loud to them or ones they have read? •Can they retell key stories orally using narrative language? •Can they recognise rhyming language? 	<ul style="list-style-type: none"> •Can they say whether they agree or disagree with others' ideas? •Can they recognise patterned language in the poems and rhymes they know? •Do they know some poems and rhymes by heart?
Reading Accurately, with Fluency and Understanding	<ul style="list-style-type: none"> •Can they use picture clues to support understanding? •Can they use picture clues to deepen understanding? •Can they identify the characters in a story? •Can they recognise a characters' feelings? •Can they say why a character has a feeling? 	<ul style="list-style-type: none"> •Can they use prior knowledge to understand texts? •Can they identify unfamiliar words and ask about meaning? •Can they use the context to make informed guess about the meaning of unfamiliar words? •Can they make predictions based on the events in the story? •Do they know that stories can have similar character? 	<ul style="list-style-type: none"> •Can they discuss the meaning of unfamiliar words with others? •Do they know that stories can have similar patterns of events? •Can they Make links to other stories? •Can they answer retrieval questions about a book? •Do they understand that a writer can leave gaps for the readers to fill? •Can they Answer questions which fill the gaps in a story (inference)?

Reading Year 2 Cycle

	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> •Do they understand the importance of decoding words automatically? •Do they understand that some words cannot be decoded with phonic strategies? •Can they use the graphemes taught to blend sounds? •Do they know that phonemes may be represented by different graphemes? •Do they know that familiar words do not need to be sounded out and blended? •Can they read these familiar words automatically and accurately without sounding or blending? 	<ul style="list-style-type: none"> •Can they know that the same graphemes may be read in different ways? •Can they recognise alternatives and consider which will make more sense? •Can they recognise syllables in words? •Do they know that breaking words into syllables helps fluent decoding? •Do they know that other strategies can be used to read unfamiliar words? •Can they use other strategies to support fluent decoding? 	<ul style="list-style-type: none"> •Can they read words of two or more syllables accurately? •Can they read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically, without any undue hesitation? •Can they read these books fluently and confidently?
Reading for Pleasure	<ul style="list-style-type: none"> •Do they know that there are different kinds of stories? •Can they listen to or read a range of different kinds of stories? •Can they make choices about the books they read? •Do they know that non-fiction books are organised differently from fiction books? •Do they know that books or texts have a purpose? 	<ul style="list-style-type: none"> •Can they explain why they prefer certain books or stories? •Can they retell stories with the key events in the correct sequence? •Can they retell a story with the key events and characters in the correct sequence? •Do they know how to find information in a non-fiction book? •Can they identify the purpose of a book or text? •Do they know that books and stories are set in different places and times? 	<ul style="list-style-type: none"> •Can they decide how useful a non-fiction book is to find the information they need? •Can they find the setting or time in books and stories? •Can they discuss the setting or time in books and stories?
Reading for Pleasure— Poetry	<ul style="list-style-type: none"> •Do they know the difference between poetry and narrative? •Do they know that there are different kinds of poetry? •Can they listen to different kinds of poetry? •Can they talk about the books and poems that they read? •Do they know that stories and poems can have patterned or recurring literary language? 	<ul style="list-style-type: none"> •Can they talk about the meaning of different poems? •Can they recognise that a poem can tell a story? •Can they learn a poem by heart? •Can they give an opinion on books and poems they read? •Can they find patterned or recurring literary language in poems and stories? •Can they find favourite words and phrases? 	<ul style="list-style-type: none"> •Can they recite or perform a poem making the meaning clear? •Can they talk about favourite words and phrases? •Do they know that word choice affects meaning? •Can they explain why a writer has chosen a word to affect meaning?
Reading Accurately, with Fluency and Understanding	<ul style="list-style-type: none"> •Do they know that the purpose of reading is to make meaning? •Do they know that there is a range of decoding strategies? •Can they check that the text they read makes sense? •Can they re-read when they have lost the meaning? 	<ul style="list-style-type: none"> •Can they self-correct when they have lost the meaning? •Can they use prior knowledge and reading experience to understand text? •Can they use the context to understand the text? •Can they ask questions to clarify understanding? •Can they find answers to retrieval questions about stories, poems or non-fiction texts? •Can they recognise that a writer can have a message for the reader? •Can they make predictions about possible events? 	<ul style="list-style-type: none"> •Do they know what the inference, 'reading between the lines', means? •Can they find inferences about characters' feelings and thoughts? •Can they explain inferences about characters' feelings and thoughts? •Can they give reasons for characters' actions or behaviours? •Can they recognise key ideas in a text? •Can they explain a writer's message? •Can they make predictions about how characters might behave?

Reading Year 3 Cycle

	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> •Do they know phonics is one strategy to help them read unfamiliar words? •Do they know when phonic strategies will help me to read a word and when they will not? •Do they know what a root word is? •Do they understand how to use a root word to help them read unfamiliar words? •Do they know how prefixes and suffixes can change the meaning of a word? •Can they use prefixes and suffixes to help them read unfamiliar words? •Can they use prefixes and suffixes to help them understand the meaning of unfamiliar words? 	<ul style="list-style-type: none"> •Can they apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words? •Do they know that some words may have a similar pronunciation but may be written differently? •Do they know that some of these are usual? •Can they use knowledge of unusual phonemes/grapheme correspondence to help them read unfamiliar words? •Do they know that unfamiliar words can be read using knowledge of similar words (analogy)? 	<ul style="list-style-type: none"> •Can they use analogy, drawing on the pronunciation of similar known words to read others?
Reading for Pleasure	<ul style="list-style-type: none"> •Do they know that there are different kinds of narrative stories? •Do they understand that a sequence of events in a narrative is called a plot? •Can they identify the plot in a narrative? •Do they know that there are different kinds of non-fiction books? •Do they know that non-fiction books are structured in different ways? •Do they know how to use a non-fiction book to find identified information? •Can they identify any words that's are unfamiliar? 	<ul style="list-style-type: none"> •Do they understand that narratives can have differently structured plots? •Can they talk about the different plot structures in genres read? •Do they know that writers choose words and language to create an effect on the reader? •Can they find effective words and language in reading that writers have used to create effects? •Can they discuss a range of narrative stories and their similarities and differences? •Can they choose books for specific purposes? •Can they discuss the meaning of unfamiliar words identified? 	<ul style="list-style-type: none"> •Do they recognise the literary language typical of narrative genres read? •Do they recognise words and language that show the setting of a book—historical, cultural or social? •Can they explain why a write makes choices about words and language used? •Can they discuss meaning of specific or unusual words used by authors to create effects? •Can they explain why a writer has chosen specific words and language? •Can they record words and language from reading to use their own writing? •Can they make connections between books written by the same author? •Can they re-tell some of the stories written by the same author by heart?
Reading for Pleasure—Poetry	<ul style="list-style-type: none"> •Do they know that there are different forms of poetry •Can they recognise and name different types of poems which have been introduced? •Do they know that words and language in poems create effects? 	<ul style="list-style-type: none"> •Can they discuss the meaning of words and language in poems? •Do they understand that there can be more than one interpretation of a poem? •Do they understand that the meaning of poems can be enhanced through performance? •Can they watch performances of poems? 	<ul style="list-style-type: none"> •Can they discuss how the meaning is enhanced through performance? •Can they identify that intonation, tone, volume and action can be used to enhance meaning? •Can they prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action?
Reading Accurately, with Fluency and Understanding	<ul style="list-style-type: none"> •Can they check their understanding in any book or text that they read •Can they ask questions to ensure understanding of a text? •Do they know that there will be unfamiliar words in a text? •Do they know that texts have a main idea? •Do they know that the organisation and layout of a book helps them to understand it? •Do they know how to find key words or information in a non-fiction text? 	<ul style="list-style-type: none"> •Can they ask questions to deepen understanding of a text? •Can they use the contxt of unfamiliar words to explain their meaning? •Can they give a personal response to a text? •Can they use evidence from the text to support the response? •Can they use clues from the text to predict what might happen next? •Can they know that the main idea in a narrative may also have a mes-sage for the reader? •Do they know that the message in a book is called the theme? •Do they recognise that the organisation and layout may be different according to the purpose of the book? •Can they record key words or information found in a non-fiction text? 	<ul style="list-style-type: none"> •Can they check the meaning of any unfamiliar words through questioning, discussion or use of a dictionary? •Can they explain their personal responses? •Can they listen to others' personal responses to a text? •Can they adapt their own personal responses in the light of others' responses? •Do they know that characters' actions can tell the reader about their thoughts, feelings and motives? •Can they give reasons for predicting what might happen next? •Can they identify the organisation and layout in books? •Can they explain how the organisation and layout helps them to understand it?

Reading Year 4 Cycle

	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> •Do they know phonics is one strategy to help them read unfamiliar words? •Do they know when phonic strategies will help me to read a word and when they will not? •Can they use a root word to help them read unfamiliar words? •Can they use root words to help them understand the meaning of unfamiliar words? •Can they use knowledge of learned prefixes and suffixes to help them read unfamiliar words? •Can they use prefixes and suffixes to help them understand the meaning of unfamiliar words? 	<ul style="list-style-type: none"> •Can they apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words? •Do they know that some words may have a similar pronunciation but may be written differently? •Do they know that some of these are usual? •Can they use knowledge of unusual phonemes/ grapheme correspondence to help them read unfamiliar words? •Do they know that unfamiliar words can be read using knowledge of similar words (analogy)? •Can they use analogy , drawing on the pronunciation of similar known words to read others? 	
Reading for Pleasure	<ul style="list-style-type: none"> •Do they know that there is a range of narrative stories? •Do they discuss the range of narrative stories introduced so far and consider differences and similarities? •Do they understand that these have different plot patterns? •Do they know that the plot develops in different ways according to the plot pattern? •Can they use a dictionary to check or find the meaning of new words? •Can they find similarities in the books they read? •Do they understand that writers open stories in different ways? 	<ul style="list-style-type: none"> •Do they understand that a writer can use patterned language for effect? •Can they find examples of patterned language for effect? •Can they identify words and language that show the setting of a book? •Do they know that writers choose words and language to show atmosphere, mood or feelings? •Can they find words and language in their reading that writers have used to show atmosphere, mood or feelings? •Can they identify different openings in different books and can they compare different story opening? 	<ul style="list-style-type: none"> •Can they explain how the writer has used words and language to show the setting of a book? •Can they explain how the words and language used show atmosphere, mood and feelings? •Can they explain why a writer has chosen specific words and language to create mood, atmosphere and feelings? •Can they record words and language from my reading to use in my own writing? •Do they find similarities in the use of the language and openings in books experienced?
Reading for Pleasure— Poetry	<ul style="list-style-type: none"> •Do they know that there are different forms of poetry? •Do they know that words and language in poems create effects? 	<ul style="list-style-type: none"> •Can they recognise and name different types of poems which have been introduced to them? •Can they explain the effect created by the poet's choice of words and language? •Do they know that poems may have patterned language? •Can they find examples of patterned language in the poems they read? •Can they explain the effect of the patterned language in the poems and why a poet might use them? •Do they understand that the meaning of poems can be enhanced through performance? •Do they enjoy watching performances of poems? 	<ul style="list-style-type: none"> •Do they discuss how the meaning of a poem is enhanced through performance? •Do they identify that intonation, tone, volume and action can be used to enhance meaning? •Can they prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action?

Reading Year 4 Cycle

	Autumn	Spring	Summer
Reading for Pleasure— Non-Fiction	<ul style="list-style-type: none"> •Can they choose specific non-fiction books for specific purposes? •Can they identify any words that are unfamiliar to them? •Can they use dictionaries to check or find the meaning of unfamiliar words? 	<ul style="list-style-type: none"> •Do they know where to find the specific information needed in their book? •Do they know how to use a non-fiction book to find identified information? •Can they discuss the meaning of the unfamiliar words identified? 	
Reading with Understanding	<ul style="list-style-type: none"> •Can they frequently empathise with a character? •Can they identify the main idea of text? •Do they know the that main idea of a text can be summarised in a sentence? •Do they know that many books have themes? •Can they discuss the possible theme/s in books? •Do they know that the organisation and layout of books vary according to the purpose of the book? 	<ul style="list-style-type: none"> •Can they understand that a reader needs to interact with a text to understand it fully? •Can they check understanding in any book or text read? •Can they actively seek the meaning of any words or language not understood? •Can they ask questions to ensure understanding of a text? •Can they check meaning of any unfamiliar words through questioning discussion or use of dictionaries? •Do they understand that a writer wants the reader to respond in a certain way? •Can they explain how the writer made sure of the reader's response, using evidence from the text? •Can they compare with others' personal responses to a text? •Do they understand why a character acted, responded, ror felt in a certain way? •Can they make predictions based on the text and from knowledge from other books? •Can they identify the main ideas in paragraphs in a text? •Can they summarise the main idea of a text in a sentence? •Can they find evidence which shows what the theme is in a book? •Can they explain why the evidence shows what the theme is? •Can they use the organisation and layout of a book to find specific information? •Can they record key words or information found. 	<ul style="list-style-type: none"> •Can they ask questions to deepen their understanding of a text—between and beyond the lines? •Can they find where the writer has written to make the reader respond in a certain way? •Can they adapt their own response in the light of others' responses? •Can they understand why a writer wanted the character to respond in a certain way? •Can they infer meaning using evidence from events, description and dialogue? •Can they make connections with books with similar themes? •Can they sim to find specific information on a page or in a paragraph? •Can they scan a page or paragraph to find key words or information?

Reading Year 5 Cycle

	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> •Can they apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words? •Can they read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word? •Can they attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words? 		
Reading for Pleasure—maintaining a positive attitude about reading	<ul style="list-style-type: none"> •Do they know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts? •Can they know that these are structured in different ways? •Do they know that non-fiction texts are structured to guide the reader to information? •Can they explain how the structure guides the reader to find specific information? •Can they find words and language that are used for effect? •Can they explain how the words and language create a precise effect? 	<ul style="list-style-type: none"> •Can they discuss and explain how and why different books have different structures? •Can they explain why they have enjoyed a book or poem and who might also enjoy it? •Can they evaluate the usefulness of a non-fiction book to research questions raised? •Do they understand that the writer moves events forwards through s balance of dialogue, action and description? •Can they record effective words and language from reading to use in their writing? 	<ul style="list-style-type: none"> •Can they explore how dialogue is used to develop character? •Can they explain how actions are added to dialogue to move events forward? •Can they understand that writers use language for precise effect? •Do they understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc? •Do they understand that a writer uses different sentence structures and techniques to create effects? •Can they can explore the structures and techniques used? •Can they record examples of effective techniques and structures from reading to use in their writing?
Reading for Pleasure—Comprehension	<ul style="list-style-type: none"> •Do they understand that there will be unfamiliar words in the text they read? •Can they use dictionaries to check or find the meaning of unfamiliar words? •Can they ask questions to improve their understanding? •Can they re-read to check that the text is meaningful? •Can they draw inferences such as inferring characters' feelings thoughts and motives from their actions at different points in the text? 	<ul style="list-style-type: none"> •Can they use meaning-seeking strategies to explore the meaning of words in context? •Do they understand that inferences can by drawn from different parts of the texts? •Can they justify inferences with evidence from the text? •Can they make predictions from evidence found and implied? •Can they summarise the main ideas drawn from a text? 	<ul style="list-style-type: none"> •Can they evaluate the effectiveness of different versions of texts?

Reading Year 5 Cycle

	Autumn	Spring	Summer
Reading for Pleasure— Justifications for views	<ul style="list-style-type: none"> •Can they give personal point of view about a text? •Can they explain the reasons for their viewpoint, using evidence from the text? •Can they listen to others' ideas and opinions about a text? •Can they make connections between other similar texts, prior knowledge and experience? •Can they explain why there are connections, using evidence? •Can they compare books with similar themes? 	<ul style="list-style-type: none"> •Can they build on others' ideas and opinions about a text in discussion? •Can they question others' ideas about a text? •Can they compare different versions of texts? •Can they explain the similarities and difference between different versions of texts? •Can they explain how books written in different context can have similar themes? 	<ul style="list-style-type: none"> •Can they evaluate the effectiveness of different versions of texts?
Retrieving information from texts	<ul style="list-style-type: none"> •Can they identify key information from their text? •Can they summarise key information in sentences? •Can they find key information from different parts of the text? •Do they understand the difference between fact and opinion? •Can they find examples of fact and opinion in texts and explain why one is fact and the other opinion? 	<ul style="list-style-type: none"> •Can they use skimming and scanning to find the information they need? •Can they make notes on the information they need? •Can they organise their notes and present information? •Can they summarise key information from different parts of the text? •Can they present an oral overview or summary of a text? •Do they understand that a narrative can be told from different viewpoints—narrator or character? •Can they identify the point of view in a narrative? •Can they understand that the writer may have a viewpoint? 	<ul style="list-style-type: none"> •Can they explore how events are viewed from another perspective? •Can they explain the writer's viewpoint with evidence from the text? •Can they identify the writer's viewpoint, for example how different characters are presented?

Reading Year 6 Cycle

	Autumn	Spring	Summer
Applying Phonics	<ul style="list-style-type: none"> •Can they apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words? •Can they read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in a word? •Can they attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words? 		
Reading for Pleasure—maintaining a positive attitude about reading	<ul style="list-style-type: none"> •Do they know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts? •Do they know that texts can have elements of more than one text type? •Can they identify the elements included in a text type? •Can they explain why they enjoyed a book or poem and who might also enjoy it? •Can they evaluate the usefulness of a non-fiction book to research questions raised? 	<ul style="list-style-type: none"> •Can they know that non-fiction texts may include a creative, fictional element? •Can they explain how the choices a writer has made about the structure of a text support its purpose? •Can they can make predictions using knowledge of the conventions of different genres and text types? •Do they understand that non-fiction texts may present the same information with different viewpoints? •Can they identify the characteristics of a writer's style? •Do they know that the word and language choices support the writer's purpose? •Can they can record examples of words and language from reading to use in their writing? 	<ul style="list-style-type: none"> •Do they know that style and vocabulary are linked to the purpose of the text? •Can they explain how the style and vocabulary are linked to the purpose of the text using evidence? •Can they evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information? •Can they explain the characteristics of a writer's style, using evidence? •Can they explain how the word and language choices support the writer's purpose, using evidence? •Can they explain how he techniques and structures used to support the writer's purpose using evidence? •Can they record examples of techniques and structures from reading o use in their own writing? •Can they comment on the effectiveness of the writer's use of language structures and techniques?
Reading for Pleasure—Comprehension	<ul style="list-style-type: none"> •Do they understand that there will be unfamiliar words in the texts they read? •Can they use dictionaries to check to find the meaning of unfamiliar words? •Can they use meaning-seeking strategies to explain the words in context? •Can they use meaning-seeking strategies to explore the meaning if idiomatic and figurative language? 	<ul style="list-style-type: none"> •Can they ask questions to improve and deepen their understanding? •Can they re-read to check that the text is meaningful? •Do they know that a text may need to be read slowly or re-read to deepen their understanding? •Do they know that texts have different layers of meaning—between the lines and beyond the lines? •Can they summarise the main ideas drawn from a text? 	<ul style="list-style-type: none"> •Can they the different layers of meaning in a text? •Can they explain how they contribute to the reader's understanding of the overall meaning, characters, themes? •Can they make predictions from evidence found and implied? •Do they know that the context in which it was written can affect a text? •Can they explain how the context of a text reflects the reaction of the audience it was written for?

Reading Year 6 Cycle

	Autumn	Spring	Summer
Explaining and discussing own understanding	<ul style="list-style-type: none"> •Can they identify key information for a text? Summarise key information in sentences? •Can they find key information from different parts of the text? •Can they present an oral overview or summary of a text? •Can they understand the difference between fact and opinion? •Can they find examples of fact and opinion in texts? •Can they explain why one example and another is opinion? •Can they use point, evidence and explanation or answer it, prove it, explain it, to respond to questions about texts? 	<ul style="list-style-type: none"> •Can they understand that a narrative can be told from different points of view—narrator, character? •Can they identify the point of view in a narrative? •Can they explore how events are viewed from another perspective? •Can they identify the techniques used to create feelings, atmosphere, mood or messages? •Can they comment on how the writer's intent affects the reader? 	<ul style="list-style-type: none"> •Can they know that points of view can also be implied? •Can they identify implied points of view? •Can they explain implied points of view, using evidence? •Can they understand that the writer may have a viewpoint? •Can they identify the writer's viewpoint? •Can they explain the writer's viewpoint with evidence from the text? •Can they explain the effect of the writer's viewpoint on the reader? •Can they explain how the techniques used create atmosphere, feelings, mood or messages?