



Early Years Foundation Stage			
Reading <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 			
Year 1	Year 2	Year 3	Year 4
I can use letters and sounds to work out and read new words	I can use the sounds I know to decode words automatically and my reading of books is becoming more fluent	I can use my knowledge of root words to help me read aloud and understand the meaning of new words	I can use my knowledge of further root words to help me read aloud and understand the meaning of new words
I can say a sound for more than 40 letters or groups of letters	I can read and blend all sounds I have been taught	I can use my knowledge of prefixes (including dis, mis, il, im, ir) to help me read aloud and understand the meaning of new words	I can use my knowledge of prefixes (including sub, inter, anti, auto) to help me read and understand the meaning of new words
I can say quickly the sound of all the letters and letter groups	I can recognise alternative sounds for letters or groups of letters		
I can read new words correctly by blending the letters and letter groups I have been taught	I can read words of two or more syllables containing sounds I have been taught		
I can read many common exception words	I can read further common exception words and see where the sounds do not match		
I can read words made up of letter sounds I know and which have endings s, es, ing, ed and est	I can read words containing common suffixes	I can use my knowledge of suffixes (including ly) to help me read aloud and understand the meaning of new words	I can use my knowledge of suffixes (including ation, ous) to help me read aloud and understand the meaning of new words
I can read many words quickly and accurately without needing to sound and blend words I have seen before	I can read most words quickly and accurately without needing to sound and blend words I have seen before		
I can read words of more than one syllable using sounds that I have been taught	I can read aloud books within my reading level without making many errors and sounding out new words without long pauses	I can read words from the year 3/ 4 list including words that do not follow spelling patterns	I can read all words from the year 3/ 4 list accurately
I can read words like I'm, I'll, and we'll and understand that the apostrophe represents the missing letter or letters	I can re rebooks sounding out new words correctly to improve my speed and confidence		
I can read aloud books that use letter and letter groups I have been taught			

I can use the sounds I know to re-read books more fluently and confidence			
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Hockliffe Lower School Progression of Knowledge and Skills **Reading Comprehension**

Early Years Foundation Stage			
Reading			
They demonstrate understanding when talking with others about what they have read.			
Year 1	Year 2	Year 3	Year 4
I can enjoy and understand a wide range of stories, poems and non-fiction text that are read to me and talk about them with others	I can enjoy and understand a wider range of books by listening to and expressing my views on poems, stories and non-fiction text	I can enjoy a further range of text types listening to and discussing poems, play scripts, pamphlets, instructions and other non-fiction books	I can extend the range and length of texts I read to include classic novels, persuasive text, reference books and textbooks
I can enjoy stories and text that I can read for myself or have read to me which link to things I have experienced	I can enjoy reading and discussing the order of events in books and how items of information are related	I can read a range of myths, legends and traditional stories from other cultures and retell some of them to others	
I can retell some of a story I know when being read to by an adult	I can share events from the beginning, middle and end of a story	I can tell you in detail the sequence of events in the book I am reading	I can tell you in detail the sequence of events in the book I am reading and make connections between events in different parts of the books
I can join in with words when I can guess what is coming next	I can enjoy reading by recognising repeated themes and ideas in stories and poems	I can identify themes and conventions in a wide range of books and discuss the effect they have on the text	I can identify the themes and conventions in a wide range of books and consider the author's purpose in choosing these
I can enjoy reading key stories, fairy stories and traditional tales because I know them well and can retell them and comment on their special features	I can increase the range of stories I am familiar with and can retell them in sequence and with increased detail to others	I can discuss words and phrases in books and texts that excite and interest me	I can discuss the effect a word choice has on the text and suggest the reason the author made this choice.
I can enjoy and understand rhymes and poems and can recite some by heart	I can learn longer poems to recite. I can talk about what I like and don't like about a poem. I can change my voice when reading a poem to make it clearer.	I can read aloud poems and perform them for others with appropriate expression which demonstrates my understanding	I can read and discuss different types of poetry e.g. limerick, haiku, narrative poems, shape poems and acrostic.

I can explain the meaning of words that I know and I can talk about the meaning of new words linking the meaning of new words to those I know	I can explain the meaning of more complex words I read and link them to the meaning of words I have already understand	I can read and perform play scripts changing my voice to give expression and characterisation	
I can use what I have already read or heard or information a teacher has given me to help me understand what I am reading	When I am reading more detailed text I can use what I have already read or heard or information a teacher has given me to help me understand the story/information	I can ask questions about a text I have read to help improve my understanding of them	I can understand how the use of words in a text, how it is set out and its presentation add to its meaning
I can usually spot if a word has been read wrongly by following the sense of the text	I can spot if I have read a word wrongly by following the sense of the text and then correct the word	I can read a text correctly aloud to a friend using my understanding of the text to make the story interesting	I can read a text to a class reading with fluency and expression which demonstrates my understanding of the text
I can talk about the title and events in the books I have read or heard	I can talk with increasing detail about the title, blurb, characters and events in books I share or read independently	I can tell someone about the main ideas in a paragraph	I can summarise what has happened in a text using themes from paragraphs to help me
I can say how the character might feel in a story I have read or heard on the basis of what is said or done	I can say how the character might feel in a story I am reading on my own on the basis of what is said or done	I can work out what a character in a book is feeling by the actions they take and can explain how I know	I can tell from what I have read how a character is feeling and thinking and why they take action. I can show you the parts of the text that tell me this
I can say what might happen next in a story	I can say what might happen next in the story based on what has happened so far	I can predict what might happen from clues in what I have read	I can predict what will happen in a text using details I have already read to help me and explaining my prediction to others
I can take part in a group talk about listened to. I take turns and listen to what others have to say	I can take part in a group talk about a text taking it in turn to speak and responding to what others have said	I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others' thoughts and explanations	I can join in a clear reasoned discussion about the books and poems that I have read taking turns and listening to others, giving evidence from the text to support my point of view
I can explain clearly my understanding of texts which have been read to me	Can explain what I think about books and poems and other materials that I have heard or read		
I can answer questions in discussion with the teacher and make simple inference	I can answer questions about the books or stories I am reading and make links when alternative words with similar meanings are used in the questions and the text	I can read text and retrieve information to answer literal questions and those involving inference	I can complete written comprehensions reading extracts of complex text and retrieving information to answer questions involving inference, deduction and prediction

I can read non-fiction text with my teacher to improve my learning in topic work	I can read simple non-fiction text in the topics I am learning and share this information with others	I can use non-fiction text to help find out information on a topic and present this to others in an interesting way	I can find and record information from non-fiction texts over a wide range of subjects answering comprehension questions independently
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