West Meadows Primary School
Progression in Reading

Word Reading					
The objectives below show the progression across Key Stage 1 and 2 of children's word reading ability.					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I apply my phonic knowledge and skills to decode words. I can blend sounds in unfamiliar words using the GPCs taught. I can respond speedily with the correct sound to graphemes for all 40+ phonemes (including, where applicable, alternative sounds for graphemes). I can independently read aloud books that are consistent with my developing	I continue to apply my phonic knowledge and skills to decode unfamiliar words until automatic decoding is becoming embedded and reading is fluent. I can independently read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	I can read words containing common prefixes, e.g. dis-, mis-, in-, il-, im-, ir-, re- I can read words containing common suffixes, e.g. –ly, -ous. I can read further exception words, e.g. address, appear, arrive, breath, breathe, calendar, complete, consider, continue, describe, different, difficult, early, earth, enough, experiment, extreme, famous, favourite, forwards, fruit, grammar,	I can read words containing common prefixes, e.g. sub-, inter-, super-, anti-, auto-. I can read words containing common suffixes, e.g. –tion/-sion/-ssion/-cian. I can read further exception words, e.g. disappear, increase, important, probably, actually, pressure, various, occasion, mention, position, question, weight, eight, eighth, height, business, busy, bicycle, medicine, centre, century,	I apply my growing knowledge of root words, prefixes and suffixes to read aloud, e.g. –cious/-tious, -ent/-ence/-ency, -able/-ably, -ible/-ibly, -able/-ible, -ology.	I apply my growing knowledge of root words, prefixes and suffixes to understand the meaning of new words I meet.

phonic knowledge and that do not require me to use other strategies to work out words. I can read words containing taught GPCs and 's, 'es, 'ing, 'ed, 'er and 'est endings. I can read words with contractions (e.g. I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter(s). I re-read books to build up fluency and confidence in word reading. I can read common exception words, e.g. the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push,	I can read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. I can read accurately words of two or more syllables. I can read words with contractions (e.g. can't, hasn't, couldn't, wouldn't, you're) and understand that the apostrophe represents the omitted letter(s). I can read words containing common suffixes (-ment, -ness, -ful, -less, -ly) I can most common exception words, e.g. door, floor, poor, because, find, kind, mind, behind, child, wild, climb, most, only, both, old, cold, gold, hold,	group, heard, heart, history, imagine, interest, island, learn, material, natural, often, ordinary, particular, peculiar, perhaps, popular, possess, possible, potatoes, promise, purpose, quarter, regular, remember, separate, special, strange, therefore, though, thought, through, woman/women I can identify the unusual correspondences between spelling and sound in the common exception words.	certain, circle, decide, notice, recent, exercise, experience, sentence, accident, caught, naughty, answer, build, February, guard, guide, minute, library, reign, length, knowledge, suppose, surprise, opposite		

pull, full, house, our, noting the unusual correspondences between spelling and sound and where these occur in the word. I can read words of more than one syllable that contain taught GPCs. I can check that the text makes sense to me as I read and correct inaccurate reading.	told, every, everybody, even, great, break, steak, pretty, beautiful, father, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas, noting unusual correspondences between spelling and sound and where these occur in the word. I can read a wide range of high frequency and familiar words quickly and automatically. I can read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.				

	I can read books closely matched to my phonic knowledge, sounding out most unfamiliar words accurately, without undue hesitation. I can check that my reading makes sense, correcting any inaccurate reading. I can re-read these books to build up fluency and confidence in word reading. I am beginning to self-correct and re-read when reading does not make sense.				

Comprehension

The objectives below have been organised around poetry and the six key comprehension objectives of Vocabulary, Inference, Prediction, Explaining, Retrieval and Sequencing (for KS1) or Summarising (for KS2). Each strand of the VIPERS objectives has been colour-coded as below to show the progression across year groups in any given strand.

Poetry   Vocabulary   Inference   Prediction   Explain   Retrieve   Summarise/Sequence

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I am learning to appreciate rhymes and poems, and to recite some by heart.	I am continuing to build up a repertoire of poems learnt by heart and can recite them using appropriate intonation to make meaning clear.	I can read poems aloud, showing understanding through intonation, tone and volume.	I can read aloud and perform poems, showing understanding through intonation, tone, volume and action.	I am learning a range of poetry by heart and can read them aloud using effective intonation, tone and volume to make meaning clear.	I am learning a range of poetry by heart and can read them aloud showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
I can recognise and join in with predictable phrases.	I can clarify the meaning of words by linking new meanings to known vocabulary.	I can recognise some different forms of poetry.	I can recognise some different forms of poetry.	I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.	Independently, I can use the context to infer the meaning of a word (inc homophones).
I can discuss word meaning and link new meanings to those already known.	I can make inferences about events, characters and information based on what has been said and done (e.g. 'Sam tumbled onto the floor and tears began to run down his cheeks.' What has Sam done? Fallen	I can use a dictionary or glossary can be used to check the meaning of words.	I can check that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.	With support, I can use the context to infer the meaning of a word (inc homophones).	I can make inferences about characters' feelings, thoughts and motives from their actions (e.g. 'Jill placed the diary into a shoe box and placed it under her
I can make simple inferences about events, based on what has been said or done.		To use appropriate terminology when discussing texts.	To use appropriate terminology when discussing texts.	I can make and justify inferences about characters' feelings, thoughts	
I attempt simple predictions based on what has been read so far.		Check that the text makes sense to me, discussing my understanding of new words in context.	I can use a dictionary or a		

I can discuss the meaning of new words and link new words to those already known	over/hurt himself How is Sam feeling? Sad).	I can make and justify inferences about characters' feelings from their actions with a piece of evidence (e.g. 'Sam tumbled onto the floor and tears began to run down his cheeks.' How is Sam feeling? Sad).	glossary to check the meaning of words that I have read.	and motives from their actions, using evidence from the text.	bed.' Why do you think Jill did this?)
I can listen to and discuss a wide range of fiction, poetry and non-fiction at a level beyond that at which I can read independently.	I make predictions based on what has been read so far (e.g. What might happen next?).	I can predict what might happen from details stated.	I can discuss words and phrases that capture the reader's interest and imagination.	I can explain my predictions using details stated and implied, justifying my predictions using evidence (e.g. I think…. will happen because…).	I can justify all inferences with several pieces of evidence from across a text (e.g. People may not think to look in a shoe box and she was putting it out of sight under her bed).
I can discuss the significance of the title and events.	I can identify some simple connections between texts e.g. similarities in plot, topic or books by the same author/same characters	I identify simple, most obvious points to show understanding	I can make and justify inferences about characters' feelings, thoughts and motives from their actions with a piece of evidence (e.g. 'Tim picked the toy up from the shelf and looked over his shoulder.' What do you think Tim is thinking?).	Ask questions to improve my understanding.	I can explain different predictions using details stated and implied, justifying my predictions using evidence (e.g. I think…. or ... will happen because…).
I can draw on what I already know or on background information to discuss the topic of a book	I can explain and discuss my understanding of books, poems and other material, both those that I listen to and those that I read myself.	I ask questions to improve my understanding of a text	I can predict what might happen from details stated and implied.	I can retrieve and present information from non-fiction.	I make comments which show a deep understanding which are supported by relevant reference or quotation (e.g. selects key information only).
I am beginning to link what I read or hear read to my own experiences.	I can listen to, discuss and express my views about a range of poetry, stories and non-fiction (at a level beyond which I can read independently), express my views and give reasons.	I can retrieve and record information from non-fiction.	I can retrieve and record information from non-fiction.	I make comments which demonstrate an understanding of the text and are supported by a reference or quote from the text.	I ask a range of questions to
To join in with discussions about a text which is read to me, taking turns and		I can read a wide range of books, including fairy stories, myths and legends, and retell some of these orally.	I can identify points from the text and can use evidence to	I can identify common features of different texts or versions of the same text with some comment/explanation (e.g. characters, setting,	

listening to what others say I can explain clearly my understanding of what is read to me. I am very familiar with key stories, popular fairy stories & traditional tales and can retell them confidently. I can identify some of the basic characteristics of fairy tales and traditional tales. I recall some simple points from familiar texts to show understanding I can sequence key events.	I can identify and discuss my favourite words and phrases. I can talk about books, poems and other works that are read to me. I can recognise simple recurring literary language in stories and poetry. I can draw on what I already know and my own experiences to answer questions I am becoming familiar with and can recognise that non-fiction books may be structured in different ways. I can participate in discussion about books that are read to me and those that I read for myself, taking turns and listening to what others say	I identify some simple connections between texts, e.g. similarities in plot, topic, or books by same author, about same characters. I can discuss words and phrases that capture the reader's interest and imagination. I can participate in discussion about books that are read to me and those that I read for myself, taking turns and listening to what others say. I recognise some different forms of poetry e.g. acrostic, haiku, cinquains, shape poems. I can comment on basic, effective language features (e.g. rhyming words and refrains, adjectives) that may capture the reader's interest and imagination (e.g.	demonstrate my understanding. I ask questions to improve my understanding of a text. I can identify some similarities/connections between two texts (e.g. similarities in plot, topic, books by the same author/about the same character). I can participate in discussion about books that are read to me and those that I read for myself, taking turns and listening to what others say. I can identify the themes and conventions within a book (e.g. the triumph of good over evil, friendship). I can identify basic, effective features of language that may	presentational features, thematic links). I can identify how language (e.g. figurative language), structure and presentation contribute to meaning. I can identify themes within a book and across a range of writing (such as loss or heroism, a moral). I can read books that are structured in different ways and reading for a range of purposes I can identify conventions (such as the use of the first person in writing diaries and autobiographies) across a wide range of writing. I can compare the characters and	improve my understanding. I can quickly retrieve information from non-fiction books (including using either the content page or the index page or other features, e.g. subheadngs, bullet points) I can explain how to find information in a non-fiction book. I can make comparisons (identifying similarities and differences) within a text and across a range of texts (e.g. characters, settings, presentational features, thematic links) including using evidence from the text to support my answers. I am familiar with and continue to discuss and express views about an increasingly wide

I am becoming increasingly familiar with and can retell a wider range of stories, fairy stories and traditional tales. I can recall some specific, straightforward information to show understanding I can draw on what I already know or on background information and vocabulary provided by the teacher to show my understanding. I can ask simple questions about the text (e.g. Why is that word written like that? What is that picture for? Why did he do that?). I can discuss the sequence of events in books and how items of information are related.	'"slimy" is a good word there'). I can read books that are structured in different ways and read for a range of purposes I can explain the function of some organisational/ structural features of different texts. I can participate in discussion about both books that are read to me and those that I read for myself, taking turns and listening to what others say. I discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (both those that are read to me and those that I can read for myself). I can identify the main idea from within a paragraph.	capture the reader's interest and imagination and discuss what effective they may have on the reader (e.g. 'disgraceful is a good word to use as it shows the reader that he is very upset'). I can explain how the structure and presentation of a text contribute to its meaning (e.g. how a conclusion and introduction link together in a text). I can discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (both those that are read to me and those that I can read for myself). I can participate in discussion about both books that are read to me and those that I read for	settings (within & across books). I am beginning to identify and discuss some features of language (e.g. metaphor, simile, alliteration, onomatopoeia). I can identify if a statement is fact or opinion. I continue to discuss and express views about an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures. I can recommend books that I have read to my peers, giving reasons for my choices.	range of fiction, poetry, plays, non-fiction and reference books or textbooks, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage and books from other cultures. I can identify and discuss themes within a book and across a range of writing (such as loss or heroism, a moral). I can identify and discuss themes within a book and across a range of writing. I can identify and discuss conventions (such as the use of the first person in writing diaries and autobiographies) across a wide range of writing. I can compare characters, settings,

			myself, taking turns and listening to what others say. I can identify the main ideas drawn from more than one paragraph. I can summarise a group of paragraphs.	I participate in discussions that build on my own and others' ideas and challenging views courteously. I can summarise the main purpose of a collection of paragraphs and the text as a whole (e.g. 'It's all about looking after your teeth'). I ask a range of questions to improve my understanding.	themes and other aspects of what I read (within & across books). I can identify a range of language features (e.g. metaphor, simile, analogy, personification, imagery, style & effect). I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary I can discuss the effect of a range of language features, (e.g. ''inked up' really describes the blackberries changing colours as they ripen'). I can evaluate how author's use of language (e.g.

					figurative language), structure and presentation contribute to meaning and impact the reader. I locate facts/opinions with texts. I participate in discussions that build on my own and others' ideas and challenging views courteously. I can provide reasoned justifications for my views. I can summarise the main purpose of the text and identify key details that support this (e.g. 'It's all about looking after your teeth because it talks about why you should go to the dentist and foods that are bad to eat'). I can summarise the main purpose of a

					collection of paragraphs and the text as a whole (e.g. 'It's all about looking after your teeth').