**Reading Progression For Age Related Expectations for Years 1-6/ PS3-10**

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|  | **EYFS/PS1-2** | **ARE-Y1/PS 3-4** | **ARE-Y2/PS 5-6** | | **ARE-Y3/PS 6-7** | | **ARE-Y4/PS 7-8** | | **ARE-Y5/ PS 8-9** | | **ARE-Y6/9-10** | |
| **Range of Reading &**  **Familiarity with texts** | ***Children at Birth to 3***  \*I can listen to simple stories and understand what is happening, with the help of the pictures.  \*I can enjoy sharing books with an adult.  \*I have favourite books and seek them out, to share with an adult, with another child, or to look at alone.  ***Children at 3-4 years***  \*I can understand the five key concepts about print:  - print has meaning - the names of the different parts of a book  - print can have different purposes  - page sequencing  - we read English text from left to right and from top to bottom  ***Children at Reception***  \*I can engage in story times.  \*I can listen to and talk about stories to build familiarity and understanding.  \*I can retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. | * ***I can listen attentively to a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently.*** * I can identify basic similarities and differences between experiences of characters in a story and of my own. * ***I can recall a few basic features of age appropriate key stories, fairy and traditional tales, retelling them in order and identifying some characteristics.*** * I can recognise and join in with predictable phrases in a text. (e.g. I’ll huff and I’ll puff and I’ll blow your house down) | * ***I can listen to, discuss and express views, at a level beyond that at which I can read independently, about a wide range of contemporary and classic poetry, stories, non-fiction*** * ***I can independently and accurately recount the main events in a wide range of age appropriate stories, fairy stories and traditional tales.*** * I can recognise simple recurring literary language in stories and poetry. | | * ***I can listen attentively and participate in discussion about a wider range of fiction, poetry, plays and non-fiction.*** * I can use, select and read books that are structured in different ways for the appropriate purposes * I can retell with increasing accuracy, a wide range of age-appropriate fairy stories, myths and legends. * ***I can independently identify and discuss some themes and conventions in age appropriate texts*** | | * ***I can listen attentively and participate in discussion about a wider range of fiction, poetry, plays and non-fiction.*** * I can use, select and read books that are structured in different ways for the appropriate purposes * I can accurately retell, some orally, a wide range of age-appropriate fairy stories, myths and legends. * ***I can independently identify and discuss some themes and conventions in age appropriate texts*** | | * I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * I can select and read books making increasing effective use of the structure * I can make comparisons within and between books. * ***I am familiar with a wide range of age appropriate books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions .*** * I can recognise and discuss the themes and conventions used in a wide range of age appropriate texts | | * I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. * I can select and read books making effective use of the structure * I can make comparisons within and between books. * ***I am familiar with a wide range of age appropriate books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions .*** * I can recognise and discuss the themes and conventions used in a wide range of age appropriate texts | |
| **Poetry &**  **Performance** | ***Children at Birth to 3***  \*I can enjoy songs and rhymes, tuning in and paying attention.  \*I can join in with songs and rhymes, copying sounds, rhythms, tunes and tempo.  \*I can say some of the words in songs and rhymes.  \*I can enjoy singing, music and toys that make sounds.  ***Children at 3-4 years***  \*I can sing a large repertoire of songs.  \*I know many rhymes  ***Children at Reception***  \*I can listen carefully to rhymes and songs, paying attention to how they sound.  \*I can learn rhymes, poems and songs. | * I can recite some poems by heart. I can show my enthusiasm for listening and responding to rhymes and poems. | * I can continue to build up a repertoire of poems learnt by heart, reciting some, with intonation to make the meaning clear. | | * I can perform poems and playscripts, using intonation, volume and tone, using drama approaches to aid understanding. * I can identify and name some different forms of poetry. | | * I can perform poems and playscripts, using intonation, volume and tone, using drama approaches to aid understanding. * I can confidently identify and name some different forms of poetry. | | * I can select and learn by heart an increasing range of age appropriate poems. * I can prepare poems and plays to read aloud and to perform, show an increasing understanding through intonation, tone and volume so as to gain and maintain the attention of an audience. | | * I can select and learn by heart an increasing range of age appropriate poems. * I can prepare poems and plays to read aloud and to perform, show understanding through intonation, tone and volume so as to gain and maintain the attention of an audience. | |
| **Non-fiction** | ***Children at Birth to 3***  ***Children age 3-4 years***  ***Children at Reception***  I can engage in non-fiction books.  I can listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. |  | | * ***I can explain how non-fiction books are used.*** | | * ***I can record and retrieve information from non-fiction.*** | | * ***I can record and retrieve information from non-fiction.*** | | * I can, in my reading of age appropriate texts, distinguish between statements of fact and opinion. * ***I can retrieve, record and present information from non-fiction*** | | * I can, in my reading of age appropriate texts, distinguish between statements of fact and opinion. * ***I can retrieve, record and present information from non-fiction*** |
| **Decoding** | ***Children at Birth to 3***  \*I can use the speech sounds p, b, m, w.  Pronounce: - l/r/w/y - f/th - s/sh/ch/dz/j - multi-syllabic words such as ‘banana’ and ‘computer’  \*I can pay attention and respond to the pictures or the words.  ***Children age 3-4 years***  \*I can develop their pronunciation but may have problems saying: - some sounds: r, j, th, ch, and sh  \*I can develop their phonological awareness, so that they can:  - spot and suggest rhymes  - count or clap syllables in a word  - recognise words with the same initial sound, such as money and mother  ***Children at Reception***  I can read individual letters by saying the sounds for them.  I can blend sounds into words, so that they can read short words made up of known letter-sound correspondences.  I can read some letter groups that each represent one sound and say sounds for them.  I can read a few common exception words matched to the school’s phonic programme. | * ***I can speedily respond with the correct sound to graphemes at Phase 5. (e.g. ee/ or/ ar)*** * ***I can read accurately by blending taught GPCs at Phase 5. E.g. morning, coach, cried*** * ***I can read common exception words at Phase 5, noting unusual correspondences between spelling and sound and where these occur in the word.*** * I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. * I can read other words of more than one syllable that contain taught GPCs * ***I can read aloud phonically decodable books that are consistent with my developing phonic knowledge.*** * I can re-read these books to build up my fluency and confidence in word reading. | * I can, without undue hesitation, continue to apply phonic knowledge and skills at phase 6 as the route to decode words until automatic decoding has become embedded and reading is fluent. * ***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 that contain the same graphemes as above*** * I can read words with almost all common suffixes. * I can read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word * ***I can read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.*** * ***I can read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.*** * ***I can re-read these books to build up my fluency and confidence in word reading.*** | | * I am beginning to use knowledge of root words, prefixes and suffixes to read aloud and understand new words * ***I can use my understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word*** | | * ***I can use knowledge of root words, prefixes and suffixes to read aloud and understand new words*** * ***I can use my understanding of unusual spelling-sound correspondences to choose the most appropriate pronunciation of a word*** | | * ***I can use my knowledge of a wide range of root words, prefixes, suffixes (morphology and etymology) both to understand and pronounce new words with minimal impact*** | | * ***I can use my knowledge of a wide range of root words, prefixes, suffixes (morphology and etymology) both to understand and pronounce new words with minimal impact.*** | |
| **Word meanings** | ***Children at Birth to 3***  \*I can identify familiar objects and properties for practitioners when they are described. For example: ‘Katie’s coat’, ‘blue car’, ‘shiny apple’.  \*I can understand and act on longer sentences like ‘make teddy jump’ or ‘find your coat’.  \*I can understand single words in context – ‘cup’, ‘milk’, ‘daddy’.  \*I can understand frequently used words such as ‘all gone’, ‘no’ and ‘bye-bye’.  ***Children age 3-4 years***  \*I can engage in extended conversations about stories, learning new vocabulary.  ***Children at Reception***  \*I can use new vocabulary in different contexts. | * I can usually draw on my existing vocabulary to guess the meaning of new words and explain these links. | * I can discuss and clarify the meanings of words, linking new meanings to known vocabulary, * I can discuss my favourite words and phrases. | | * ***I can independently use a dictionary to check the meaning of words encountered in reading.*** | | * ***I can independently use a dictionary to check the meaning of words encountered in reading.*** | |  | |  | |
| **Understanding** | ***Children at Birth to 3***  \*I can repeat words and phrases from familiar stories.  \*I can ask questions about the book. Makes comments and shares their own ideas.  \*I can develop play around favourite stories using props.  \*I can understand simple instructions like “give to nanny” or “stop”.  \* I can recognise and point to objects if asked about them.  ***Children at 3-4 years***  \*I can enjoy listening to longer stories and can remember much of what happens.  \*I can understand a question or instruction that has two parts, such as “Get your coat and wait at the door”.  \*I can understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”  ***Children at Reception***  \*I can read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.  \*I can re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.  \*I can re-read what they have written to check that it makes sense. | * I can draw on what I already know or on the background information and vocabulary provided by the teacher. * ***I can check that the text makes sense as I read, and I correct inaccurate reading.*** | * ***I can discuss the order of events in books and how items of information are related.*** * I can draw on what I already know or on background information and vocabulary provided by the teacher. * ***I can check that the text makes sense to me as I read, and correct inaccurate reading.*** | | * I can monitor reading of age appropriate texts for sense, self-correcting if I have misread and discussing the meaning of new or unusual words in context * I can ask simple questions to improve my understanding of the text I am reading. * I am beginning to identify the main ideas in paragraphs and summarise them. | | * ***I can monitor reading of age appropriate texts for sense, self-correcting if I have misread and discussing the meaning of new or unusual words in context*** * I can ask questions to improve my understanding of the text I am reading. * ***I can identify the main ideas in paragraphs and summarise them.*** | | * I can monitor reading for sense and self correct when I misread. I can explore how the same word can have different meanings in different contexts. * I can ask questions of myself to improve my understanding when independently reading age appropriate texts. * I can, when reading an age appropriate book independently, recognise some of the main ideas in paragraphs and can usually identify key details that support the main idea. | | * ***I can monitor reading for sense and self correct when I misread. I can explore how the same word can have different meanings in different contexts.*** * I can ask questions of myself to improve my understanding when independently reading age appropriate texts. * ***I can, when reading an age appropriate book independently, recognise the main ideas in paragraphs and can usually identify key details that support the main idea.*** | |
| **Inference** |  | * ***I can discuss the significance of the title and events within the story.*** * I can make inferences on the basis of what is being said and done. | * I can make inferences on the basis of what is being said and done. * ***I can answer and ask questions about the book I am reading.*** | | * ***I can draw inferences, giving evidence, about characters, feelings, thoughts and motives from their actions.*** | | * ***I can draw inferences, giving evidence, about characters, feelings, thoughts and motives from their actions.*** | | * I can draw some inferences such as inferring characters’ feelings, thoughts and motives from their actions and explain my thinking, routinely returning to the text to support my opinions. | | * I can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions and explain my thinking, routinely returning to the text to support my opinions. | |
| **Prediction** |  | * ***I can predict what might happen on the basis of what has been read so far.*** | * ***I can predict what might happen with responses linked closely to the story read so far.*** | | * ***I can usually read ‘between the lines’ when reading independently, to predict what might happen next*** | | * ***I can usually read ‘between the lines’ when reading independently, to predict what might happen next*** | | * I can read between the lines to predict what might happen next, beginning to identify clues planted for the reader. | | * I can read between the lines to predict what might happen next, usually identifying clues planted for the reader. | |
| **Authorial Intent** |  |  |  | | * I can usually identify words and phrases from reading that interest, inspire or intrigue me and say why, beginning to explaining the effect on me as a reader. * I am beginning to identify distinctive language, structural and presentation features and how these contribute to meaning. | | * I can usually identify words and phrases from reading that interest, inspire or intrigue me and say why, explaining the effect on me as a reader. * I can identify distinctive language, structural and presentation features and how these contribute to meaning. | | * I can identify some distinctive language, structural and presentational features in my independent reading. I can demonstrate my understanding of how these help the reader draw meaning from the text. * I can identify some language, including figurative language in age appropriate texts the writer has chosen for impact, and begin to discuss and evaluate the impact on me as a reader. | | * I can identify distinctive language, structural and presentational features in my independent reading. I can demonstrate my understanding of how these help the reader draw meaning from the text. * I can identify language, including figurative language in age appropriate texts the writer has chosen for impact, and discuss and evaluate the impact on me as a reader. | |
| **Discussing reading** |  | * I can participate in discussion about what is read to me, remembering key events taking turns and listening to what others say. * I can explain clearly my understanding of what is read to me. | | * ***I can contribute ideas and thoughts to discussion, remember significant events/ key information and usually follow the agreed rules of turn taking when working in a group.*** * I can explain and discuss understanding of books, poems and other material, both those that I listen to and those that I read for myself. | | * I can usually discuss the text I am reading in groups and in whole class, following agreed rules for group talk including taking turns and listening to what others say. | | * I can usually discuss the text I am reading in groups and in whole class, following agreed rules for group talk including taking turns and listening to what others say. | | * I can share my opinions about age appropriate books I have read independently and make recommendations to peers, giving reasons for choices. * ***I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others’ ideas and challenging views courteously.*** * I am beginning to explain and discuss my understanding of what I have read, including through formal presentations and debates. * ***I can justify views offering coherent evidence to support them.*** | | * I can share my opinions about age appropriate books I have read independently and make recommendations to peers, giving reasons for choices. * ***I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others’ ideas and challenging views courteously.*** * I can explain and discuss my understanding of what I have read, including through formal presentations and debates. * ***I can justify views offering coherent evidence to support them.*** |
| **Spoken Language** | ***Children at Birth to 3***  \*I can turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person’s voice, such as their key person or a parent.  \*I can gaze at faces, copying facial expressions and movements like sticking out their tongue. Make eye contact for longer periods.  \*I can watch someone’s face as they talk.  \*I can copy what adults do, taking ‘turns’ in conversations (through babbling) and activities. Try to copy adult speech and lip movements.  \*I can recognise and are calmed by a familiar and friendly voice.  \*I can listen and respond to a simple instruction.  \*I can make sounds to get attention in different ways (for example, crying when hungry or unhappy, making gurgling sounds, laughing, cooing or babbling).  \*I can babble, using sounds like ‘baba’, ‘mamama’.  \*I can use gestures like waving and pointing to communicate.  \*I can reach or point to something they want while making sounds.  \*I can copy your gestures and words. \*I can constantly babble and use single words during play.  \*I can use intonation, pitch and changing volume when ‘talking’.  \*I can listen to other people’s talk with interest, but can easily be distracted by other things.  ***Children aged 3-4 years***  \*I can be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  \*I can start a conversation with an adult or a friend and continue it for many turns.  \*I may continue to have problems with irregular tenses and plurals, such as ‘runned’ for ‘ran’, ‘swimmed’ for ‘swam’.  \*I can use longer sentences of four to six words.  \*I can use talk to organise themselves and their play: “Let’s go on a bus... you sit there... I’ll be the driver.”  ***Children at Reception***  \*I can use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.  \*I can develop social phrases. | * ask relevant questions to extend their understanding and knowledge * use relevant strategies to build their vocabulary * articulate and justify answers, arguments and opinions * give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings * maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments * use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas * speak audibly and fluently with an increasing command of Standard English * participate in discussions, presentations, performances, role play/improvisations and debates * gain, maintain and monitor the interest of the listener(s) * consider and evaluate different viewpoints, attending to and building on the contributions of others * select and use appropriate registers for effective communication | | | | | | | | | | |

Objectives for Year 3 and Year 4 are and so are reprinted identically. Objectives for Year 5 and Year 6 are and so are reprinted identically.

**The majority of the objectives above are ‘behaviours’ for reading. They should be made as ‘routine’ as possible for the children so that they come to do these things for everything they read.**

***Bold and italic assessment objectives are new independent targets not a continuation of a previous objective.***