Reading Progression Document Broad Hinton Church of England Primary School July 2025

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VOCABULARY	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I can use vocabulary and forms of speech that are increasingly influenced by my experiences of fiction and non-fiction books. (Vocabulary will link to subject specific vocabulary for each topic/text used)	I can discuss the meaning of new words in fiction and non-fiction texts by linking to vocabulary I know.	I can clarify and discuss the meanings of new words in fiction and non-fiction texts, by linking to vocabulary I know.	I can identify and discuss the meaning of words when used in fiction and non-fiction.	I can explain the meaning of new words in fiction and non-fiction.	I can explore the meaning of words in a given context in fiction and non-fiction.	I can explore the meaning of words in different contexts in fiction and non- fiction.
	I know that books can help me find out what words mean.	I can use age-appropriate dictionaries to check the meanings of words.	I can use age-appropriate dictionaries to check the meanings of words.	I can use age-appropriate dictionaries and thesauri to check the meanings of words.	I can use age-appropriate dictionaries and thesauri to check the meanings of words.	I can use age-appropriate dictionaries and thesauri to check the meanings of words.	I can use age-appropriate dictionaries and thesauri to check the meanings of words.
	I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	I can discuss my favourite words and phrases.	I can discuss my favourite words and phrases.	I can identify words and phrases that contribute to the meaning of the text.	I can begin to explain how words and phrases contribute to the meaning of the text.	I can begin to explain how words and phrases contribute to the meaning of the text.	I can evaluate how and why authors use words to develop, shades of meaning.
	I can continue a rhyming string.						

INFERENCE	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I can talk about characters when sharing narratives.	I can make simple inferences about characters and setting.	I can make inferences on the basis of what is being said and done.	I can draw inferences about characters' thoughts and actions.	I can draw inferences about characters' feelings and motives	I can draw inferences from within the text about themes and characters' and authors' viewpoints	I can draw inferences across texts about characters' viewpoints, authors' viewpoints and themes
	I can share ideas about characters using pictures.	I can talk about inferences using words and pictures in a shared text.	I can discuss inferences using words and pictures from the text.	I can justify my inferences with a single piece of evidence from the text to support a specific point.	I can justify inferences using several pieces of evidence from the text to support a specific point.	I can justify inferences and views supported by a variety of references from across the text.	I can justify my inferences and views with a variety of references from across the text.
				I can suggest how the structure and presentation of an age-appropriate texts contributes to the meaning.	I can begin to identify how the structure and presentation of age-appropriate texts contributes to the meaning.	I can identify how the some structural and presentation features of age-appropriate texts contributes to the meaning.	I can compare sources and consider the reliability of information. I can identify how the structure and presentation of age-appropriate texts contributes to the meaning.

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PREDICTION	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I am beginning to be aware of the way stories are structured. I can suggest how a story might end.	I can make simple predictions based on my own experiences.	I can predict what may happen on the basis of what has been read so far.	I can predict what may happen based on both what has been stated (obvious) and implied.	I can predict what may happen based on both what has been implied and stated.	I can predict what may happen based on my understanding of the text and the themes within the text	I can predict what may happen based on my wider understanding of content and themes in fiction.

EXPLANATION	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I can demonstrate understanding when talking with others about what I have read.	I can express my understanding of a text.	I can express a single point of view about a text.	I can express views and listen to the views of others based on a text.	I can explain my views, listen to the views of others and respond, based on a text.	I can explain and develop my own views, and build effectively on the views of others, based on a text.	I can explain and extend my own views and challenge the views of others, based on a text.
	[redacted]					I can distinguish between fact and opinion.	I can distinguish between fact, opinion and bias.
	[redacted]					[redacted]	I can explain my thinking through referring to key details and comparisons.

RETRIEVAL	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I can listen to stories with increasing attention and recall.	I can talk about and find simple pieces of information in response to questions asked by my teacher/TA.	I can use scanning to locate a single piece of information, in response to questions from the teacher.	I can use skimming and scanning to locate some of the main ideas in the text.	I can use skimming and scanning to locate main ideas in the text	I can use skimming and scanning to locate information efficiently across a range of sources	I can use skimming and scanning to locate information selectively and precisely across a range of sources.
	I can use the front cover, back cover, title and pictures to talk about a book.	I can identify the significance of the title and events in stories.	I can use titles, headings, pictures and blurbs to locate relevant information.	I can use contents and sub-headings to locate relevant information.	I can use contents, indexes, glossaries and sub-headings to locate relevant information.	I can use contents, indexes, glossaries and sub-headings to locate relevant information	I can use contents, indexes, glossaries and sub-headings to locate relevant information
	I know that information can be retrieved from books and computers.	I understand that non-fiction texts provide information.	I can recognise and understand the structure of non-fiction texts.	I can identify the structural conventions of non-fiction in relation to the text.	I can identify the structural conventions of non-fiction in relation to the text type	I can identify the structural conventions of non-fiction in relation to the text type	I can identify the structural conventions of non-fiction in relation to the text type.
	I can talk about key information in non- fiction.	I can consider the key characteristics of texts.	I can identify the key characteristics of non-fiction texts.	I can identify the language conventions of non-fiction in relation to the text type.	I can identify the language conventions of non-fiction in relation to the text type.	I can identify language conventions of non-fiction in relation to the text type.	I can identify the language conventions of non-fiction in relation to the text type.

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		I can list key information orally.	I can list key information orally or through text marking (highlighting/ underlining) in response to teachers' questions.	I can make notes from one source to capture key information about a topic.	I can make notes from one source to answer key questions through: highlighting/ recording key words and phrases; using bullet points, diagrams, symbols, abbreviations, mind-mapping	I can make notes from several sources to gather information.	I can make notes from several sources to gather information.
	[redacted]					I can refine notes by disregarding irrelevant information	I can make choices about the most efficient techniques to make notes.
						I can explore and use their own techniques to make notes	I can refine notes by disregarding unreliable information.

SUMMARISING	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I can describe the main story settings, events and key characters.	I can identify the sequence of events in fiction.	I can identify the sequence of events in fiction and non-fiction (if appropriate).	I can summarise the main ideas within a paragraph or section (fiction and non-fiction).	I can summarise ideas from across several paragraphs or sections (fiction and non-fiction).	I can summarise ideas, events and information from the text as a whole.	I can summarise ideas, events and information throughout a text and across texts.
	I can talk about familiar stories.	I can talk about stories using my own experiences.	I can talk about what I understand from a text using my own experiences.	I can identify the over-arching theme of a text.	I can identify the author's message about the theme of a text.	I can identify an author's use of the same theme across one or several of their texts.	I can identify how the same theme is represented across texts.
	I can talk about stories that have been read to me.	I can share my understanding of texts that have been read to me.	I can share my understanding of texts I have read independently and texts read to me.	I can begin to discuss my understanding of texts I have read independently and texts read to me.	I can discuss and summarise my understanding of texts I have read independently and texts read to me.	I can discuss and succinctly summarise my understanding of texts I have read independently and texts read to me.	I can discuss their understanding of both texts I have read independently and those read to them

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WORD READING	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I can recognise familiar words and signs, such as my own name and advertising logos. I know information can be found in print. I know that print carries meaning and, in English, is read from left to right and top to bottom.	I can link what I read or hear to my own experiences.	I can apply Phase 5+ sounds.	I can apply my phonics knowledge.	I can apply my phonics knowledge.	I can apply my phonics knowledge.	I can apply my phonics knowledge.
	I can apply Phase 2 – 4 phonics.	I can apply Phase 4 and 5 sounds.	I can accurately blend sounds in unfamiliar words	I can accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families).	I can use strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families).	I can use strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families).	I can use strategies to accurately blend sounds in unfamiliar words*, especially recognising alternative sounds (graphemes/word families).
	I can segment the sounds in simple words and blend them together.	I can correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families).	I can recognise alternative sounds (graphemes/word families).	I can apply my knowledge of root words, prefixes and suffixes to read aloud with some confidence and without undue hesitation.	I can apply my knowledge of root words, prefixes and suffixes to read aloud with growing confidence and without undue hesitation.	I can apply my knowledge of root words, prefixes and suffixes to read aloud with confidence and without hesitation.	I can apply my knowledge of root words, prefixes and suffixes to read aloud confidently and fluently.
	I know which letters represent some sounds.	I can accurately blend sounds in unfamiliar words* that contain the GPCs. **vocabulary linked word lists, words from topics and curriculum subjects and words spelling rules taught at each year group.*	I can accurately read words of two or more syllables.	I can note unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception (word list) words.	I can note and compare unusual correspondences and identify where these occur in the word, in relation to the Y3/4 common exception (word List) words.	I can note unusual correspondences and identify where these occur in the word, in relation to the Y5/6/ word list words.	I can note and compare unusual correspondences and identify where these occur in the word, in relation to the Y5/6-word list
	I can read and understand simple sentences.	I know all letters of the alphabet and their corresponding sounds.	I can read words containing common suffixes.	I can check that the text makes sense as I read and correct inaccurate reading as necessary.	I can check that the text makes sense as I read and correct inaccurate reading as I read.	I can check that the text makes sense as I read and correct inaccurate reading quickly.	I can check that the text makes sense as I read and correct inaccurate reading efficiently.
	I can link sounds to letters, naming and sounding the letters of the alphabet.	I can read words with contractions	I can see unusual correspondences and identify where these occur in the word, in relation to the Y2 common exception words.	For children who didn't make the required phonic standard by Y2: I can correctly and quickly read the graphemes for all 40+ phonemes, including the alternatives (graphemes/word families).			
	I can use phonic knowledge to decode regular words and read them aloud accurately.	I can read words of more than one syllable and those that end in: –s, –es, –ing, –ed, –er and –est	I can read fluently and confidently in line with the Y2 range.	[redacted]			
	I can read some common irregular words.	I can spot unusual correspondences and identify	I can check that the text makes sense as I read and				

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		where these occur in the word, in relation to the Y1 common exception words.	can correct some inaccurate reading.	[redacted]
	I can read and understand simple sentences. I can use phonic knowledge to decode regular words and read them aloud accurately.	I can check that a text makes sense as I read and I am starting to correct inaccurate reading.		

READING ALOUD	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	I know some favourite stories, rhymes, songs, poems or jingles.	I can orally retell known stories, linked to the Y1 range.	I can orally retell known stories, linked to the Y2 range.	I can orally retell whole stories/sections of stories linked to the Y3 range.	I can orally retell whole stories/sections of stories linked to the Y4 range.	I can orally retell whole stories/sections of stories linked to the Y5 range.	I can orally retell whole stories/sections of stories linked to the Y6 range.
	I can repeat words or phrases from familiar stories.	I can recognise and use predictable phrases in known stories linked to age-appropriate texts and texts I can read independently.	I can recognise simple, recurring literary language across poetry and narratives, linked to age-appropriate texts and texts I can read independently.	I can discuss recurring literary language across poetry and narratives, linked to age-appropriate texts and texts I can read independently.	I can discuss recurring literary language across poetry and narratives, linked to age-appropriate texts and texts I can read independently.	I can discuss recurring literary language across poetry and narratives, linked to age-appropriate texts and texts I can read independently.	I can discuss recurring literary language across poetry and narratives, linked to age-appropriate texts and texts I can read independently.
	I can fill in missing words or phrases.	I can recite some simple poems by heart with some expression.	I can recite poems by heart, using expression and intonation to make the meaning clear.	I can recite poems by heart, using intonation and volume to gain the interest of the listener.	I can recite poems by heart, using intonation, tone and volume to gain the interest of the listener.	I can recite poems by heart, using intonation, tone and volume to monitor the interest of the listener and adapt my recital to suit my audience.	I can recite poems by heart, using intonation, tone and volume to emphasise key elements of the poem and provoke a response in the listener.
	I can use vocabulary and forms of speech that are increasingly influenced by my experiences of books.	I can read aloud, with some expression, books matched to Y1 phonic knowledge - independently and in groups.	I can read aloud, with expression, books matched to Y2 age-related expectations and knowledge	I can read aloud and perform texts, gaining the audience's interest in the characters and plot.	I can read aloud and perform texts, maintaining the audience's interest in the characters and plot.	I can read aloud and perform texts, monitoring the audience's interest and changing my performance accordingly.	I can read aloud and perform texts, refining my performance to include and illustrate subtleties.
	I can enjoy rhyming and rhythmic activities.	[redacted]					
	I can show awareness of rhyme and alliteration.						
	I can recognise rhythm in spoken words.						
	I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories.						

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	I can continue a rhyming string.	[redacted]
	I can listen to and joins in with stories and poems, enjoying and copying some of the expression used by the reader.	