

Tracking Reading Progression Towards National Standards

Using an increasingly challenging range of age appropriate texts 

Has learned by heart and can recite from memory an appropriate range of poetry 

	Year 1 Is able to...	Year 2 Is able to...	Year 3 Is able to...	Year 4 Is able to...	Year 5 Is able to...	Year 6 Is able to...
<p>PD1</p> <p>Application of phonic knowledge</p> <p>Accurate reading of non-phonically decodable words</p>	<p>...use phonic knowledge to decode age appropriate words</p> <p>...fluently read age appropriate common exception words</p> <p>...fluently read words with apostrophes for contraction (I'm/ I'll/ We'll)</p> <p>...is working in Phase 5 or above (or equivalent)</p>	<p>...apply phonic knowledge and skills consistently to decode age appropriate texts quickly and accurately.</p> <p>...recognise and effortlessly decode alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught.</p> <p>... is working in phase 6 or above (or equivalent)</p>	<p>...fluently and effortlessly read and recite a range of age appropriate texts</p>	<p>...fluently and effortlessly read and recite a range of age appropriate texts.</p>	<p>...fluently and effortlessly read and recite a range of age appropriate texts.</p>	<p>...fluently and effortlessly read and recite a range of age appropriate texts</p>
<p>PD2</p> <p>Reading aloud (accuracy, fluency and expression)</p>	<p>...read age appropriate texts with some fluency and expression.</p> <p>....know by heart and recite a range of age appropriate poetry.</p>	<p>...sound out unfamiliar words accurately when reading aloud, without undue hesitation, and read with confidence and fluency.</p> <p>...use appropriate intonation to help make the meaning clear.</p> <p>...self-correct where the sense of the text is lost.</p> <p>....know by heart and recite a range of age appropriate poetry.</p>	<p>...read age appropriate texts with fluency, accuracy and expression.</p> <p>...begin to use textual cues to adapt tone, volume and intonation when reading text and plays aloud, and when reciting poetry.</p> <p>....know by heart and recite a range of age appropriate poetry</p>	<p>...generally uses textual cues to adapt tone, volume and intonation when reading text and plays aloud, and when reciting poetry.</p> <p>....know by heart and recite a range of age appropriate poetry.</p>	<p>... demonstrate appropriate intonation, tone and volume when reading text and plays aloud, and reciting poetry</p> <p>....know by heart and recite a range of age appropriate poetry.</p>	<p>...routinely demonstrate appropriate intonation, tone and volume when reading text and plays aloud, and reciting poetry, to make the meaning clear to the audience.</p>
<p>PD3</p> <p>Reads and understands a (wide) range of text types</p>	<p>...begin to demonstrate familiarity with a range of stories, fairy stories poems,</p>	<p>...demonstrate an understanding of a wide range of poetry, stories,</p>	<p>...confidently demonstrate an understanding of a</p>	<p>...begin to demonstrate familiarity with a</p>	<p>...demonstrate familiarity with and understanding of the</p>	<p>...routinely demonstrate understanding of the</p>

	non-fiction and traditional tales.	and non-fiction that is read independently ...demonstrate familiarity with a wide range of stories, fairy stories and traditional tales	wide range of poetry, stories, and non-fiction that is read independently ...confidently demonstrate familiarity with a wide range of stories, fairy stories and traditional tales	wider range of text types, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and texts from other cultures and traditions.	features of a range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and texts from other cultures and traditions.	features of a wide range of texts, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and texts from other cultures and traditions.
PD4 Following a listening task is able to... Show (increasingly sophisticated) understanding of texts read aloud by others	Year 1 Is able to... ...understand simple points from familiar texts and identify favourite characters/ events/information pictures. ...ask simple questions about texts being read to them.	Year 2 Is able to... ...understand books that are listened to, identifying key aspects of the text by drawing on own knowledge, and information and vocabulary provided. ...ask and answer appropriate questions about texts being read to them.	Year 3 Is able to... ...demonstrate understanding of the text supported by some references to relevant knowledge, information and vocabulary and sometimes quotations. ...develop understanding of a text being read to them by asking and answering appropriate questions.	Year 4 Is able to... ...demonstrate understanding of increasingly challenging texts supported by accurate comments supported relevant knowledge, information, vocabulary and quotations. ...ask and respond to increasingly challenging questions in order to gain a more sophisticated understanding of the text being read to them	Year 5 Is able to... ...draw on an increasingly wide range of contextual evidence to make sense of what is being read. ... ask and develop questions in order to gain an increasingly sophisticated understanding of the text being read to them	Year 6 Is able to... ...routinely draw on a wide range of contextual evidence to make sense of what is being read. ...participate in discussions to express views formed through listening to texts and courteously challenging those of others.
PD5 Can select, retrieve and reference information in order to explain ideas about a text	...understand (with support) what is read or listened to, making some reference to the text or identifying some key vocabulary. ...use own experience to support understanding of the text.	...demonstrate understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided.	...sometimes use direct references to a text to justify ideas based on their reading. ...identify main ideas in a text.	...regularly makes direct reference to text to explain their ideas. ...prioritise ideas expressed in a text when explaining what they have read	...condense information from a single text, selecting key points and presenting them. ...support main points with some use of detail from the text	...retrieve, record and present information; using non-fiction ...identify key details that support main ideas, and use them to summarise content drawn from more

						than one paragraph.
<p>PD6</p> <p>Can deduce, infer or interpret information, events and ideas from texts</p>	<p>...make simple inferences from texts.</p> <p>...make predictions, which may not always be based on what has been read so far.</p>	<p>...make inferences on what has been read</p> <p>...ask and answer questions appropriately, including those based on inference and prediction.</p>	<p>...sometimes use direct references to the text to explain ideas which are inferred or deduced.</p> <p>...through asking and answering questions, sometimes make links within and between texts to support inference and prediction.</p> <p>...begin to identify writer's viewpoint.</p>	<p>...regularly use more than one reference to the text to support an inference or deduction.</p> <p>... through asking and answering questions can relate inferences and predictions made from a single text to wider reading.</p> <p>...suggest the writer's viewpoint by referring to text.</p>	<p>...begin to draw together inferences to support a more detailed analysis of character and events.</p> <p>...discuss writer's viewpoint, giving reasons why they agree or disagree</p> <p>...engage in discussion about their reading, asking and answering questions about ideas arising from the text.</p>	<p>...draw inferences and justify inferences with evidence.</p> <p>...make predictions based on details stated and implied.</p> <p>... distinguishes between fact and opinion.</p> <p>...ask a range of questions to develop understanding of the text.</p> <p>...express views formed through independent reading, explaining and justifying personal opinions.</p> <p>...explain and discuss their understanding of what they have read</p>
<p>PD7</p> <p>Can comment on language, form and structure in fiction and non-fiction</p>	<p>...show some understanding of simple language and text features</p>	<p>...identify sequences of events in texts and give a simple explanation of how events or items relate to one another.</p> <p>...recognise the different structures of fiction and non-fiction books and sometimes comment on their uses.</p>	<p>...identify simple choices of language, form and structure in fiction and non-fiction texts, and make simple comments on these.</p>	<p>...comment on the writer's choices of language, form or structural features and give a simple explanation of their effect on the reader.</p>	<p>...develop comments on the writer's choices of language, form or structural features and explain their effect on the reader.</p>	<p>...routinely develop comments on the writer's choices of language, form or structural features and how effectively they guide the reader.</p>

<p>PD8</p> <p>Can recognise literary language (and increasingly comment on its effect)</p>	<p>...recognise simple literary language features.</p>	<p>...recognise and understand simple literary language features in stories and poetry.</p>	<p>...recognise and understand simple literary language features in a range of texts including stories, plays, poetry, and non-fiction and comment on their effect on the reader</p>	<p>...identify simple literary language features in a range of texts including stories, plays, poetry, and non-fiction and comment on how the writer's choices of literary language change meaning and affect the reader.</p>	<p>...identify a range of literary language features and comment on how effective the writer's choices of literary language are.</p>	<p>...identify recurring literary language features across a range of texts and routinely express views on how effective the writer's choices of literary language are.</p>
<p>PD9</p> <p>Can make (increasingly sophisticated) comparisons between texts</p>	<p>...sometimes make simple comparisons between different familiar texts.</p>	<p>...make simple comparisons between different texts including poetry, stories and non-fiction texts.</p>	<p>...identify similarities and differences between an increasing range of fiction and non-fiction texts.</p>	<p>...identify a range of literary language features and comment on how effective the writer's choices of literary language are.</p>	<p>...make increasingly sophisticated comparisons within and across different texts, including novels, stories, plays, poetry, non-fiction, reference books and text books as well as texts from other cultures and traditions, by making accurate comments on how these affect the reader.</p>	<p>...make evaluative comparisons within and across different texts, including novels, stories, plays, poetry, non-fiction, reference books and text books as well as texts from other cultures and traditions, by expressing opinions about how writers' choices affect the reader.</p>