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| **Bridgemere CE Primary**  **Reading**  **Progressive statements** | | |
| **Year Group** | **Word reading** | **Comprehension** |
| **Nursery**  **3-4 year olds** | **I can spot and suggest rhymes**  **I can count or clap syllables**  **I can recognise words with the same initial sound** | **I can understand the five concepts about print: print has meaning, print can have different purposes, we read text from left to right and from top to bottom, the names of the parts of books, page sequencing**  **I can engage in conversations about stories learning new vocabulary** |
| **Reception** | **I can read individual letters by saying the sounds for them.**  **I can blend sounds into words.**  **I can read some letter groups that each represent one sound and say sounds for them.**  **I can read a few common exception words**  **I can read simple phrases and sentences** | **I can re-read these books to build up my confidence in word reading, fluency and my understanding and enjoyment.** |
| **Year 1/2** | **(Year 1)**  **I can use my phonic knowledge to decode words.**  **I can quickly recognise 40+ phonemes (letters and groups of**  **letters) including alternative sounds for graphemes.**  **I can read accurately by blending sounds in unfamiliar words**  **containing GPCs that I have been taught.**  **I can read common exception words and notice unusual**  **correspondences between spelling and sound when this happens**  **in a word.**  **I can read words containing known GPCs and –s, -es, -ing, -ed, -er**  **and –est endings.**  **I can read other words with more than one syllable that contain the GPCs I know.**  **I can read words with contractions such as I’m, I’ll, we’ll and**  **understand that the apostrophe represent the omitted letter(s).**  **I can accurately read aloud books that are at the same level as my**  **phonic knowledge.**  **I can re-read these books to build my fluency and confidence in**  **word reading.**  **(Year 2)**  **I am beginning to use my phonic knowledge to decode automatically so that my reading is fluent.**  **I can read accurately by blending the sounds in words that contain the graphemes that I have been taught, especially recognising alternative sounds for graphemes.**  **I can accurately read words with two or more syllables that contain the same graphemes as above.**  **I can read words containing common suffixes.**  **I can read more common exception words and notice unusual correspondences between spelling and sound and where these occur in the word.**  **I can read most words that I have read a lot quickly and accurately, without having to sound out and blend.**  **I can read aloud books that are at the same level as my phonic knowledge, sounding out unfamiliar words accurately and automatically without hesitation.**  **I can re-read these books to build up my fluency and confidence in word reading.** | **(Year 1)**  **I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond**  **which I can read independently.**  **I can link what I read or hear to my own experiences.**  **I can familiarise myself with key stories, fairy stories and traditional tales, retelling them and discussing their characteristics.**  **I can recognise and join in with predictable phrases.**  **I can learn to appreciate rhymes and poems and recite some by heart.**  **I can discuss word meanings, linking new meanings to those I already know.**  **I can understand the books I can already read accurately and fluently and those I listen to by drawing 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 any inaccurate reading.**  **I can discuss the significance of the title and events.**  **I can make inferences based on what is being said and done.**  **I can predict what might happen based on what has happened so far.**  **I can participate in discussions about what is read to me, taking turns and listening to what others have to say.**  **I can explain clearly my understanding of what is read to me.**  **(Year 2)**  **I can listen to, discuss and express my views about a wide range of contemporary and classic poetry, stories and non-fiction at a higher level than I can read independently.**  **I can discuss the sequence of events in books and how items of information are related.**  **I can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.**  **I can discuss non-fiction books that are structured in different ways.**  **I can recognise simple recurring literary language in stories and poetry.**  **I can discuss and clarify the meanings of words, linking new meanings to vocabulary I already know.**  **I can discuss my favourite words and phrases.**  **I can carry on building up a range of poems that I have learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.**  **I can draw on what I already know or on background information and vocabulary provided by the teacher in order to understand the books that I read or those that I listen to.**  **I can check that the text makes sense to me as I read and correct inaccurate reading.**  **I can make inferences based on what is being said and done**  **I can answer and ask questions about what I am reading.**  **I can predict what might happen on the basis of what has been read so far.**  **I can participate in discussions about books, poems and other works that are read to me**  **and those that they I read for myself, taking turns and listening to what others say.**  **I can explain and discuss my understanding of books, poems and other material, both those that they listen to and those that they read for themselves.** |
| **Year 3/4** | **I can apply my growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words I meet.**  **I can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.** | **(Year 3)**  **I can listen to and discuss a wide range of fiction, poetry, plays and non-fiction books.**  **I can read books that are structured in different ways.**  **I can use dictionaries to check the meaning of words that I have read using the first two**  **letters of the word.**  **I can read a wide range of books, including fairy stories, myths and legends.**  **I can read poems and playscripts aloud.**  **I can discuss words and phrases that capture the reader’s interest and imagination.**  **I can check that a text makes sense, discussing my understanding and explaining the meaning of words in context.**  **I can ask questions to improve my understanding of a text.**  **I can predict what might happen from details stated and implied.**  **I can identify the main ideas drawn from a single paragraph and summarise them.**  **I can retrieve and record information from non-fiction.**  **I can participate in teacher-led discussions about both books that are read to me and those I can read for myself, taking turns and listening to what others say.**  **(Year 4)**  **I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**  **I can read books that are structured in different ways and read for a range of purposes.**  **I can become more familiar with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.**  **I can identify themes and conventions in a wide range of books.**  **I can prepare poems and play scripts to read aloud and perform, showing**  **understanding through intonation, tone, volume and action.**  **I can discuss words and phrases that capture the reader’s interest and imagination.**  **I can recognise some different forms of poetry [for example, free verse, narrative poetry]**  **I can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify inferences with evidence.**  **I can identify main ideas drawn from more than one paragraph and summarising these.**  **I can identify how language, structure, and presentation contribute to meaning.**  **I can participate in pupil-led discussions about both books that are read to me and those I can read for myself, taking turns and listening to what others say.** |
| **Year 5/6** | **I can apply my growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet.** | **(Year 5)**  **I can read a wide range of fiction, poetry, plays and non-fiction texts.**  **I can read books that are structured in different ways.**  **I can become more familiar with a wide range of books, including myths, legends, traditional stories and modern fiction.**  **I can make comparisons within and across books.**  **I can learn a wider range of poetry by heart.**  **I can ask questions to improve my understanding.**  **I can check that a book makes sense to me, discussing my understanding and exploring the meaning of words in context.**  **I can predict what might happen from details stated and implied.**  **I can summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.**  **I can identify how language, structure and presentation contribute to meaning.**  **I can discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.**  **I can distinguish between statements of fact and opinion.**  **I can retrieve, record and present information from non-fiction.**  **(Year 6)**  **I can continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.**  **I can read and evaluate books that are structured in different ways and read for a range of purposes.**  **I can become more familiar with a wide range of books, including fiction from our literary heritage and books from other cultures and traditions.**  **I can recommend books that I have read to my peers, giving reasons for my choices.**  **I can identify and discuss themes and conventions in and across a wide range of writing.**  **I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.**  **I can draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justify these inferences with evidence.**  **I can identify how language, structure and presentation contribute to meaning.**  **I can discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.**  **I can participate in discussions about books that are read to me and those I 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, maintaining a focus on the topic and using notes where necessary.**  **I can provide reasoned justifications for my views.** |