







Word Reading

Word Reading						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I know what an initial sound is</p> <p>So that I can recognise words with the same initial sound.</p> <p>I know that words are made up of different sounds.</p> <p>So that I can segment the sounds in simple words and blend them together.</p> <p>I know that sounds are represented by letters</p> <p>So that I can begin to link sounds to letters (see RWI progression document).</p> <p>I know that the letters of the alphabet have rhymes</p> <p>So that I can learn to spot the letters by their rhymes</p> <p>I know that the letters of the alphabet have names</p> <p>So that I can learn to name the letters of the alphabet in order</p> <p>I know how to use phonic knowledge taught in RWI to decode regular words</p> <p>So that I can read simple sentences aloud accurately.</p> <p>I know that print carries meaning and has different purposes</p> <p>So that I can begin to make sense of words, sentences and texts .</p> <p>I know that, in English, print is read from left to right and top to bottom</p> <p>So that I can begin to read texts chronologically</p> <p>I know that some letter groups represent one sound</p> <p>So that I can say the sound for them</p> <p>I know that there are some words which cannot be decoded and must be learned by recognition</p> <p>So that I can read a few common exception words matched to RWI</p>	<p>I know that single letters make sounds and that letters can combine to make digraphs or trigraphs to make single sounds</p> <p>So that I can read accurately all common graphemes for all 40+ phonemes.</p> <p>I know that words can be segmented into sounds and sounds can be blended into words</p> <p>So that I can apply RWI phonic strategies when reading unknown words by accurately segmenting and blending the sounds in words that contain the common graphemes for all 40+ phonemes.</p> <p>I know that there are some words which cannot be decoded and must be learnt by recognition</p> <p>So that I can read most Year 1 common exception words.</p> <p>I know that words contain syllables.</p> <p>So that I can read accurately some words of two or more syllables that contain the taught grapheme-phoneme correspondences (GPCs).</p> <p>I know that prefixes and suffixes can be added to root words to alter the meaning</p> <p>So that I can read some words containing the prefixes and suffixes taught using segmenting and blending skill where necessary (-un, -s, -es, -ing, -ed, -er, -est).</p> <p>I know that some words can be combined and shortened using apostrophes for missing letters</p> <p>So that I can read words with simple contractions e.g. I'm, I'll, we'll.</p> <p>I know that it is important to re-read sentences and books</p> <p>So that I can build fluency and confidence in word reading using the RWI programme.</p> <p>I know the function of a full stop</p> <p>So that I can show this when reading aloud confidently</p> <p>I know that there are different punctuation marks and that they have different functions (. ? ! “ ”)</p> <p>So that I can use these to begin to read with expression (. ? ! “ ”).</p> <p>I know when what I have read does not make sense</p> <p>So that I can self-correct and begin to re-read for fluency.</p>	<p>I know all 40+ phonemes, including alternative sounds for graphemes</p> <p>So that I can read accurately by decoding words until automatic decoding has become embedded and reading is fluent</p> <p>I know that there are some words which cannot be decoded and must be learnt by recognition</p> <p>So that I can read can read all Year 1 and Year 2 common exception words by sight</p> <p>I know how to recognise and break down multi-syllabic words</p> <p>So that I can fluently read many words of two or more syllables that contain the taught grapheme-phoneme correspondences (GPCs).</p> <p>I know that prefixes and suffixes can be added to root words to alter the meaning</p> <p>So that I can fluently read words containing common prefixes and suffixes.</p> <p>I know that some words can be combined and shortened using apostrophes for missing letters</p> <p>So that I can read words with contractions e.g. wouldn't, couldn't, shouldn't</p> <p>I know that it is important to re-read sentences and books</p> <p>So that I can read most words quickly and accurately, without overt sounding and blending.</p> <p>I know that there are different punctuation marks and that they have different functions (. ? ! “ ” , ...)</p> <p>So that I can use these to read with increasing understanding and expressions (. ? ! “ ” , ...)</p> <p>I know when what I have read does not make sense</p> <p>So that I can correct inaccurate reading</p> <p>I know many words by sight</p> <p>So that I can read aloud accurately without undue hesitation.</p> <p>I know how to sound out unfamiliar words accurately, automatically and without undue hesitation</p> <p>So that I can read aloud books closely matched to my improving phonic knowledge</p>	<p>I know the meaning of taught prefixes and suffixes</p> <p>So that I can read many words containing these prefixes and suffixes both to read aloud and to understand the meaning of new words.</p> <p>I know and understand a wide range of punctuation (? ! “ ” ... ,) and text features (e.g. capitalisations, italics and bold).</p> <p>So that I can confidently read aloud using expression</p> <p>I know how to identify the unusual correspondences between spelling and sound in words.</p> <p>So that I can read further exception words.</p>	<p>I know how to interpret a wide range of punctuation (? ! “ ” ... ,) and text features (e.g. capitalisations, italics and bold) as I read</p> <p>So that I can confidently read aloud using expression and intonation, taking into account higher level punctuation and text features</p> <p>I know and understand many root words, prefixes and suffixes</p> <p>So that I can begin to apply my growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new vocabulary.</p> <p>I know that by testing out different ways of pronouncing a new or longer word</p> <p>I can attempt to match what I decode to words I may have already heard but may not have seen in print [for example, in reading 'technical', the pronunciation /tɛtʃnɪkəl/ ('tetchnical') might not sound familiar, but /tɛknɪkəl/ ('technical') should].</p> <p>I know that when I encounter an unfamiliar word,</p> <p>I can begin to use the wider text/section to help work it out</p>	<p>I know and understand the function of sophisticated punctuation (... ; : - () and ‘ for contraction and possession and “” for direct speech)</p> <p>So that I can read aloud confidently and fluently with expression and intonation</p> <p>I know and can recognise most words on sight</p> <p>So that I can read aloud with pace, fluency, expression and intonation taking punctuation and text features into account</p> <p>I know that the origins and history of root words help me to understand the meaning</p> <p>So that I can apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of unfamiliar vocabulary.</p> <p>I know that the context of a text can help me work out the meaning of unknown words</p> <p>So that I can work out any unfamiliar words independently from how they are used in context.</p> <p>I know that accurate reading of individual words is key to the meaning of a sentence or paragraph and that I may misread a word because I mistake it for a word I am more familiar with</p> <p>So that I can correct myself by focusing on all the letters in a word. For example, if I misread read 'invitation' for 'imitation' I can look more closely at the first two three letters closely to correct myself with accuracy.</p> <p>I know and understand that author's intention should be taken in to account when reading independently</p> <p>So that I can understand the authors use of language</p>	<p>I know how to interpret sophisticated punctuation as I am reading (... ; : - () and ‘ for contraction and possession and “” for direct speech).</p> <p>So that I can read aloud confidently and fluently with expression and intonation</p> <p>I know how to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity</p> <p>So that I can confidently read aloud with pace, fluency, expression and intonation taking punctuation, text features and author's intention into account.</p> <p>I know that morphology and etymology help me to read newly encountered words</p> <p>So that I can confidently apply my growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of unfamiliar vocabulary.</p> <p>I know that context is key to interpretation</p> <p>So that I can confidently and independently work out the meaning and understand unknown words from how they are used in context.</p>

VIPERS

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Vocabulary



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can... <ul style="list-style-type: none"> Learn new vocabulary Use new vocabulary throughout the day Use new vocabulary in different contexts Engage in extended conversations about new vocabulary 	I can... <ul style="list-style-type: none"> Repeat words and phrases from familiar stories Continue a rhyming string Identify simple, recurring literary language Identify meaning of simple vocabulary in context when talking with an adult Explain understanding of texts that are pitched beyond the level they can read independently Identify familiar story telling language e.g. 'Once upon a time...' 	I can... <ul style="list-style-type: none"> Discuss favourite words and phrases Comment on the authors' simple language choices e.g. slimy is a good adjective because... Identify language used to comment on the feelings of a character Identify and understand unfamiliar vocabulary using own knowledge and understanding of words Identify and understand unfamiliar vocabulary with the help of an adult Identify a range of standard words/phrases used at various stages of a narrative e.g. introduction, build up, etc. With an adult, discuss and clarify the meaning of words, linking new meanings to known vocabulary Use drama to explore and express new story language 	I can... <ul style="list-style-type: none"> Comment on the authors' use of descriptive language Identify how specific words and phrases link sections, paragraphs and chapters Discuss words and phrases that capture the reader's interest and imagination Begin to comment on how the author's choice of language creates mood, builds tension or creates a picture Discuss and explore potential meanings of ambitious words, linked to context and knowledge of prefixes and suffixes Use dictionaries to check the meaning of words read With an adult, ask questions to improve understanding of new vocabulary Begin to identify language features of some different text types 	I can... <ul style="list-style-type: none"> Independently ask questions to improve understanding of any new vocabulary encountered Identify examples of descriptive language to explain the mood or atmosphere created Notice key words and phrases used to convey passing of time, to introduce paragraphs or chapters Identify how authors use precise vocabulary to create the intended purpose/effect Comment on how the author's choice of language creates mood, builds tension and creates imagery or atmosphere and how this effects the reader Clarify meanings of ambitious words and /or phrases in context Understand that figurative language creates imagery Identify language features of some mixed genre texts 	I can... <ul style="list-style-type: none"> Use a range of strategies to identify the meaning of new vocabulary, including identifying possible synonyms to replace an unfamiliar word in a sentence Identify examples of effective language choices and give reasons for why these are effective 	I can... <ul style="list-style-type: none"> Analyse and explain the impact of authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc. Identify how the author's choice of language has an impact on the reader. Explain in detail how the author has used different language features at different points in the text and how this relates to the genre

Inference



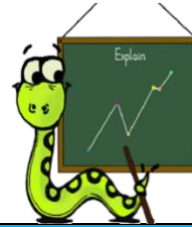
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can... <ul style="list-style-type: none"> Discuss feelings in a story Engage in extended conversations about stories Answer who, what, when and where questions about stories Answer why and how questions about stories 	I can... <ul style="list-style-type: none"> Answer questions, making simple inferences about characters and events in the story Begin to answer questions and make inferences on the basis of what is being said and done in a familiar book 	I can... <ul style="list-style-type: none"> Ask and answer questions and make some inferences on the basis of what is being said and done 	I can... <ul style="list-style-type: none"> Discuss reasons for actions and events based on evidence in the text Empathise with different characters' points of view in order to discuss what characters are thinking/feeling Begin to read between the lines to interpret meaning and/or discuss what characters are thinking/feeling and the way they act Use clues from action, description and dialogue to establish meaning 	I can... <ul style="list-style-type: none"> Use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the text Identify the point of view from which a story is told and how this affects the reader's response Infer and deduce meaning based on evidence drawn from different points in the text 	I can... <ul style="list-style-type: none"> Begin to infer and evaluate how messages, mood, feelings and attitudes are conveyed in poetry, prose and non-fiction making reference to the text 	I can... <ul style="list-style-type: none"> Infer, deduce and evaluate how messages, mood, feelings and attitudes are conveyed in poetry, prose and non-fiction making reference to the text Confidently identify and explain different characters' points of view and how this impacts on the reader

Predict



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can... <ul style="list-style-type: none"> Join in with a repeated chorus or catchphrase and anticipate key phrases in rhymes and stories Talk about stories, suggesting what might happen next Articulate my ideas and thoughts, accurately anticipating key events Suggest how the story might end 	I can... <ul style="list-style-type: none"> Recognise and join in with predictable phrases Use the front cover and book title, illustrations and blurb to make predictions about the content of the text Make simple predictions about characters and events in the story Make plausible predictions based on what has been read so far and own experiences 	I can... <ul style="list-style-type: none"> Make plausible predictions about a text using a range of clues, based on what they have read Begin to ask questions about the text 	I can... <ul style="list-style-type: none"> Make plausible predictions based on knowledge from the text, other books and own experiences Ask questions about the text based on what has been read 	I can... <ul style="list-style-type: none"> Explore alternatives that could have occurred in texts referring to the text to justify ideas Refer to details in the text to support predictions Ask questions based on details stated and implied within the text 	I can... <ul style="list-style-type: none"> Ask questions to provoke predictions about the text based on what has already been read Refer to the text to support and justify predictions and opinions 	I can... <ul style="list-style-type: none"> Confidently ask questions to improve understanding and make plausible predictions Refer to the text to support and justify predictions and opinions

Explain



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>I can...</p> <ul style="list-style-type: none"> Articulate my ideas and thoughts about the text, with the help of an adult Describe events in some detail Demonstrate understanding when talking with others about what I have read 	<p>I can...</p> <ul style="list-style-type: none"> Relate stories/texts to own experiences, including story settings and events Explain understanding of what is read by an adult Begin to explain what is the same and what is different in a variety of familiar texts Participate in discussion about what is read to me, taking turns and listening to what others say 	<p>I can...</p> <ul style="list-style-type: none"> Provide simple explanations about events or information in the text Make comparisons between texts Relate stories/texts to own experiences, drawing on what they already know and vocabulary provided by the teacher Explain understanding of books, poems and other material that is read independently Listen to, discuss and express views about a wide range of texts including fiction, non-fiction and poetry at a level beyond what they can read independently (inc. high quality texts by well-known authors) 	<p>I can...</p> <ul style="list-style-type: none"> Explain how and why main characters act in certain ways in a story using evidence from the text When prompted, justify and elaborate on opinions and predictions referring back to the text for evidence Recognise how a character is presented in different ways and respond to this using evidence from the text Listen to, discuss and express views about a wide range of texts including fiction (inc. fairy tales and myths and legends), non-fiction and poetry (inc. high quality texts by well-known authors) Discuss and give opinions on reading preferences e.g. favourite author, book type Identify the differences between a wide range of non-fiction text types (e.g. explanations, instructions) 	<p>I can...</p> <ul style="list-style-type: none"> Understand and explain different characters' points of view Identify the relationships between characters, explaining the effects this has on the reader e.g. how the characters behave in different ways as they interact with different people and/or different setting. When prompted justify and elaborate on opinions and predictions referring back to the text for evidence Use clues from action, description and dialogue to establish meaning Talk about how a character could be seen in different ways depending on how the author chooses to portray them Discuss how an author has built a character using action, description and dialogue Discuss the work of some established authors and explain what is special about their work Justify preferences in terms of authors' style and themes 	<p>I can...</p> <ul style="list-style-type: none"> Explain a character's motives throughout a story and use evidence throughout the text to back up opinions Recognise which character the writer wants the reader to like or dislike and what techniques they have used to achieve this Comment on the success of texts in provoking particular responses e.g. anger and sadness Begin to recognise the use of irony and comment on the writer's intention e.g. sarcasm, insincerity, mockery Begin to make comparisons within and across texts Confidently identify and explain different characters' points of view and how this impacts on the reader Begin to identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements Evaluate the success of a text providing evidence that refers to language, theme and style Identify why a long-established novel may have retained its lasting appeal Build on my own and others' ideas, respectfully challenging views Participate in debates, maintaining a focus on topic, to explain and discuss understanding of what has been read Recommend books to peers, giving reasons for choices Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>I can...</p> <ul style="list-style-type: none"> Use quotation and text references to support ideas and arguments Combine information from different reading sources with increasing precision to produce meaningful information (referring to other text to support an argument) Clearly identify and explain the writer's viewpoint referring to the text Evaluate the success of a text providing evidence that refers to the language, theme and style Discuss how the historical, social or cultural context of a text can affect its meaning (either the context within which the writer has written or the context within which the reader is reading) and how this can change over time Identify and discuss implicit and explicit point of view in some texts at an appropriate level and standard Explain how impact on the reader has been created Identify why a long-established novel may have retained its lasting appeal Make comparisons within and across texts Recognise the use of irony and comment on the writer's intention e.g. sarcasm, insincerity, mockery Build on my own and others' ideas, respectfully challenging views Make formal presentations which maintain a focus on topic, using notes where necessary, to explain and discuss understanding of what has been read

Retrieve



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can... <ul style="list-style-type: none"> Answer simple questions using pictures and words in the text, with the help of an adult Engage in extended conversations to work out how a character is feeling in a story Answer who, what, when and where questions about stories Answer why and how questions about stories 	I can... <ul style="list-style-type: none"> Begin to locate specific information on a given page in response to a direct question Answer simple questions/find information in response to a direct, literal question 	I can... <ul style="list-style-type: none"> Begin to learn to scan the text from left to right to find specific information Locate specific information on a given page in response to a direct question 	I can... <ul style="list-style-type: none"> Scan the text from left to right to find specific information Begin to learn to skim the text to gain an overview of the content Locate information by skimming and scanning Retrieve and record information from fiction and non-fiction texts Begin to use techniques, such as text marking, to locate information quickly 	I can... <ul style="list-style-type: none"> Locate information by confidently skimming and scanning Use knowledge of text structure to locate information Confidently retrieve and record information from fiction and non-fiction texts Begin to identify fact and opinion in text Quote directly from the text to answer questions Locate information quickly and effectively from a range of sources by techniques such as, text marking, contents, indexes and other organisational devices 	I can... <ul style="list-style-type: none"> Skim and scan non-fiction texts at speed Confidently retrieve and record and begin to present information from fiction and non-fiction texts Retrieve and collate key ideas and information from a range of sources Begin to distinguish between statements of fact and opinion 	I can... <ul style="list-style-type: none"> Skim and scan non-fiction texts at speed to locate information accurately Confidently retrieve and record and present information from fiction and non-fiction texts Retrieve and collate key ideas and information at key points in a text and across a range of texts Distinguish between statements of fact and opinion, justifying these choices

Structure (including sequence and summarise)



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
I can... <ul style="list-style-type: none"> Retell the story Talk about the sequence of events in a story Begin to talk about the order of a text 	I can... <ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, considering their different characteristics Retell a <u>familiar</u> and an <u>unfamiliar</u> story (beginning, middle and end) Discuss and explain the significance of the title and events in the text Begin to distinguish between fiction and non-fiction Begin to recognise the features of fiction and non-fiction texts, e.g. contents page, headings, index Begin to use contents and index pages in texts Listen to and discuss a wide range of poems beyond that at which I can read independently Appreciate rhymes and poems, and recite some by heart 	I can... <ul style="list-style-type: none"> Retell a wide range of stories, including fairy stories and traditional tales Begin to recognise the structure of different non-fiction texts Discuss the sequence of events in books and how items of information are related Begin to recognise the features of fiction and non-fiction texts, e.g. contents page, headings, glossary, index Begin to use contents, glossary and index pages in texts Listen to and discuss a wide range of stories, poems, plays and information books; this should include whole books Recite some poems by heart using expression and action to perform 	I can... <ul style="list-style-type: none"> Summarise and explain the main points in a text, referring back to the text to support answers Identify and explore some straightforward underlining themes and conventions in a wide range of books Read books that are structured in different ways and read for a range of purposes Understand the purposes of paragraphs/chapters in texts Identify how presentation features contribute to meaning e.g. bold, capitalisation and italics. Begin to identify between different fiction genres Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Recognise some different forms of poetry [for example, free verse, narrative etc) Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	I can... <ul style="list-style-type: none"> Identify main ideas from more than one paragraph and summarise these Compare the structure of different stories to discover how they differ in pace, build-up, problem, resolution and ending Identify the ways in which paragraphs are linked e.g. use of sequencing adverbs, pronouns for character continuity Perform poetry with confidence, expressing understanding through intonation, tone, volume and action 	I can... <ul style="list-style-type: none"> Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Begin to summarise the main ideas drawn from more than one paragraph Begin to explain the structural devices an author has used to organise a text Increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Discuss the message a text has about our society, a particular culture or traditions from the past 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... <ul style="list-style-type: none"> Continue to read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identify the genre of the text through language, theme, conventions and style Summarise information across a range of texts Reflect on the wider consequences or significance of information, ideas or events in the text as a whole e.g. how one small incident alters the whole course of the story. Identify the purpose, audience and organisational structure of different fiction/non-fiction texts and evaluate the success of each of these elements Explain the structural devices an author has used to organise a text Give a detailed insight into how the structural choices support the writer's theme or purpose Increase my familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Prepare poems and plays confidently, showing understanding through intonation, tone and volume so that the meaning is clearly communicated to an audience