



## St Edward's Catholic First School Reading Progression 2023-24

<b>EYFS Reading Assessment Statements</b>	
<b>Word Reading</b>	<ul style="list-style-type: none"><li>• Shows interest in illustrations and print in books and print in the environment.</li><li>• Recognises familiar words and signs such as own name and advertising logos.</li><li>• Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</li><li>• Begins to read words and simple sentences.</li><li>• Children read and understand simple sentences.</li><li>• They use phonic knowledge to decode regular words and read them aloud accurately.</li><li>• They also read some common irregular words.</li></ul>
<b>Clarity, Themes and Conventions</b>	<ul style="list-style-type: none"><li>• Beginning to be aware of the way stories are structured.</li><li>• Suggests how the story might end.</li><li>• Enjoys an increasing range of books.</li><li>• Listens to stories with increasing attention and recall.</li><li>• They demonstrate understanding when talking with others about what they have read.</li></ul>
<b>Vocabulary (language and effect)</b>	<ul style="list-style-type: none"><li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li><li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li></ul>
<b>Inference</b>	<ul style="list-style-type: none"><li>• Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.</li><li>• They demonstrate understanding when talking with others about what they have read.</li></ul>
<b>Prediction</b>	<ul style="list-style-type: none"><li>• Answer the question: 'What might happen next?'</li></ul>
<b>Explain and Respond</b>	<ul style="list-style-type: none"><li>• Shows interest in illustrations and print in books and print in the environment.</li><li>• Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.</li><li>• Enjoys an increasing range of books.</li></ul>
<b>Retrieve and Select</b>	<ul style="list-style-type: none"><li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li><li>• Joins in with repeated refrains and anticipates.</li></ul>
<b>Summarise</b>	<ul style="list-style-type: none"><li>• Listens to stories with increasing attention and recall.</li><li>• Describes main story settings, events and principal characters.</li></ul>



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<b>Year 1 Reading Assessment Statements</b>	
<b>Word Reading</b>	<ul style="list-style-type: none"><li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes that have been taught.</li><li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li><li>• Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word.</li><li>• Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</li><li>• Re-read books to build up their fluency and confidence in word reading.</li><li>• Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li><li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li></ul>
<b>Clarity, Themes and Conventions</b>	<ul style="list-style-type: none"><li>• Become very familiar with key stories, fairy stories and traditional tales.</li><li>• Begin to appreciate rhymes and poems, and to recite some by heart.</li><li>• Discuss the significance of the title and events.</li><li>• Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author.</li><li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them.</li><li>• Understand the difference between fiction and non-fiction.</li><li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li><li>• Understand both the books they can already read accurately and fluently, and those they listen to.</li><li>• Develop understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</li><li>• Can seek out books around a simple theme or topic.</li></ul>
<b>Vocabulary (language and effect)</b>	<ul style="list-style-type: none"><li>• Recognise and join in with predictable phrases.</li><li>• Identify how repetitive patterns, words and phrases aid their enjoyment of the text.</li><li>• Read aloud their own writing clearly enough to be heard by their peers and the teacher.</li></ul>
<b>Inference</b>	<ul style="list-style-type: none"><li>• Predict what might happen on the basis of what has been read so far.</li><li>• Make inferences on the basis of what is being said and done.</li></ul>
<b>Prediction</b>	<ul style="list-style-type: none"><li>• Predict what might happen on the basis of what has been read so far.</li></ul>



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<b>Explain and Respond</b>	<ul style="list-style-type: none"><li>• Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences.</li><li>• Ask questions and express opinions about main events and characters in stories.</li><li>• Explain clearly their understanding of what is read to them.</li><li>• Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</li></ul>
<b>Retrieve and Select</b>	<ul style="list-style-type: none"><li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li><li>• Find key points in a story or some key facts from an information text.</li></ul>
<b>Summarise</b>	<ul style="list-style-type: none"><li>• Check that the text makes sense to them as they read and correcting inaccurate reading.</li><li>• Recall the main points of a narrative in the correct sequence.</li></ul>

### Year 2 English Assessment Statements

<b>Word Reading</b>	<ul style="list-style-type: none"><li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li><li>• Read accurately words of two or more syllables that contain the graphemes taught so far.</li><li>• Read words containing common suffixes.</li><li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li><li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li><li>• Re-read books to build up their fluency and confidence in word reading.</li><li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li></ul>
<b>Clarity, Themes and Conventions</b>	<ul style="list-style-type: none"><li>• Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li><li>• Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</li><li>• Read non-fiction books that are structured in different ways.</li><li>• Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting.</li><li>• Understand both the books they can already read accurately and fluently, and those they listen to.</li><li>• Check that the text makes sense to them as they read and correct inaccurate reading.</li><li>• Draw on what they already know or on background information and vocabulary, provided by the teacher.</li></ul>



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<b>Vocabulary (language and effect)</b>	<ul style="list-style-type: none"> <li>Recognise simple recurring literary language in stories and poetry.</li> <li>Read aloud what they have written with appropriate intonation to make the meaning clear.</li> <li>Discuss favourite words and phrases Identify how vocabulary choice affects meaning.</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far and their own experience.</li> <li>Make inferences on the basis of what is being said and done.</li> <li>Make simple inferences about characters' thoughts and feelings and reasons for actions.</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>Predict what might happen on the basis of what has been read so far and their own experience.</li> </ul>
<b>Explain and Respond</b>	<ul style="list-style-type: none"> <li>Participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>
<b>Retrieve and Select</b>	<ul style="list-style-type: none"> <li>Answer questions.</li> <li>Extract information from the text and discuss orally with reference to the text.</li> </ul>
<b>Summarise</b>	<ul style="list-style-type: none"> <li>Identify and discuss the main events or key points in a text.</li> <li>Retell a story clearly and with appropriate detail.</li> <li>Discuss the sequence of events in books and how items of information are related.</li> <li>Identify or provide own synonyms for specific words within the text.</li> </ul>

Year 3 English Assessment Statements	
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
<b>Clarity, Themes and Conventions</b>	<ul style="list-style-type: none"> <li>Read books that are structured in different ways and show some awareness of the various purposes for reading.</li> <li>Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales.</li> <li>Identify and name presentational devices in non- fiction.</li> <li>Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally.</li> <li>Can explore and discuss underlying themes and ideas.</li> <li>Ask questions to improve their understanding of a text.</li> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Identify how language, structure and presentation contribute to meaning.</li> </ul>



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<b>(language and effect)</b>	<ul style="list-style-type: none"> <li>• Discuss the effect of specific language on the reader Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them.</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> <li>• Use dictionaries to check the meaning of words that they have read.</li> </ul>
<b>Inference</b>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied.</li> <li>• Draw plausible inferences, often supported through reference to the text.</li> <li>• Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions.</li> <li>• Justify inferences with evidence.</li> </ul>
<b>Prediction</b>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied.</li> </ul>
<b>Explain and Respond</b>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks.</li> <li>• Discuss words and phrases that capture the reader's interest and imagination.</li> <li>• Begin to use vocabulary from the text to support responses and explanations.</li> <li>• Use specific vocabulary and ideas expressed in the text to support own views.</li> </ul>
<b>Retrieve and Select</b>	<ul style="list-style-type: none"> <li>• Use text features to locate information e.g. contents, indices, subheadings.</li> <li>• Locate and retrieve information using skimming, scanning and text marking.</li> <li>• Begin to recognise fact and opinion. Retrieve and record information from non-fiction.</li> <li>• Extract information and make notes.</li> </ul>
<b>Summarise</b>	<ul style="list-style-type: none"> <li>• Show understanding of the main points drawn from one paragraph.</li> <li>• Show understanding of the main points drawn from more than one paragraph.</li> </ul>

<b>Year 4 English Assessment Statements</b>	
<b>Word Reading</b>	<ul style="list-style-type: none"> <li>• Knowledge of root words, prefixes and suffixes (etymology and morphology, both to read aloud and to understand the meaning of new words they meet.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>
<b>Clarity, Themes and Conventions</b>	<ul style="list-style-type: none"> <li>• Identify themes and conventions in a wide range of books e.g. make relevant links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters, 3 words in a slogan).</li> <li>• Identify how a range of presentational devices guide the reader in non-fiction.</li> <li>• Identify features that characterise books set in different cultures or historical settings.</li> </ul>



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	<ul style="list-style-type: none"><li>• Recognise some different forms of poetry (for example, free verse, narrative poetry).</li><li>• Make links between texts and to the wider world.</li><li>• Ask questions to improve their understanding of a text.</li><li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li></ul>
<b>Vocabulary (language and effect)</b>	<ul style="list-style-type: none"><li>• Identify how language, structure, and presentation contribute to meaning.</li><li>• Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader.</li><li>• Show understanding through intonation, tone, volume and action when performing poems and play scripts.</li><li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li><li>• Use dictionaries to check the meaning of words that they have read.</li></ul>
<b>Inference</b>	<ul style="list-style-type: none"><li>• Predict what might happen from details stated and implied.</li><li>• Draw sound inferences, supported through reference to the text.</li><li>• Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence.</li><li>• Infer underlying themes and ideas.</li></ul>
<b>Prediction</b>	<ul style="list-style-type: none"><li>• Predict what might happen from details stated and implied.</li></ul>
<b>Explain and Respond</b>	<ul style="list-style-type: none"><li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li><li>• Discuss words and phrases that capture the reader's interest and imagination.</li><li>• Use specific vocabulary, and ideas expressed in the text, to support own responses.</li></ul>
<b>Retrieve and Select</b>	<ul style="list-style-type: none"><li>• Retrieve and record information from non-fiction.</li><li>• Recognise and distinguish between fact and opinion.</li></ul>
<b>Summarise</b>	<ul style="list-style-type: none"><li>• Identify main ideas drawn from more than one paragraph and summarise these.</li><li>• Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text.</li></ul>