Oakfield Whole School Reading Skills Progression Doc

End Points which show Progression of knowledge, understanding and skills in Reading	**Year Group EYFS**					
	T1	T2	T3	T4	T5	T6
Decode / word-reading:	**Consolidate from Pre-school and Practise** Play listening skills games, and listen to the environment around us to develop listening skills **Introduce** Hear and say the initial sound in words e.g. initial sound of their name, initial letter of words in the environment such as T for Tesco. **Introduce and Practise** Look at picture books and introduce the language of stories. **Introduce** Begin the RWI phonics scheme working through set 1 sounds in sequence. Revise, if necessary, the following day.	**Develop and Embed** Listen to the environment around us to develop listening skills through play and games. **Practise and Develop** Hear and say the initial sound in a wider range of words. **Develop and Embed** Look at picture books and, with support, begin to use the language of stories in their own retellings **Practise** Continue the RWI phonics scheme working through set 1 sounds in sequence. Revise, if necessary, the following day. **Introduce and practise** Set 1 special friends **Introduce and Practise** Read a phonics book with a parent/carer to support reading at home. **Introduce** Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.	**Develop and Embed** Look at picture books and independently use the language of stories. **Practise** Continue the RWI phonics scheme working through set 1 and some children beginning set 2 sounds in sequence. **Practise** Read a phonics book with a parent/carer to support reading at home. **Practise** Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.	**Practise** Continue the RWI phonics scheme, securely blending set 1 sounds, and some children continuing with set 2 in sequence. **Practise** Read a phonics book with a parent/carer to support reading at home. **Practise** Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.	**Develop** Continue the RWI phonics scheme revising set 1 sounds, the majority of children on set 2. **Develop** Read a phonics book with a parent/carer to support reading at home. **Practise** Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.	**Develop** Continue the RWI phonics scheme working through building speedy reading of set 1 sounds and becoming more secure of set 2 sounds. **Embed** Read a phonics book with a parent/carer to support reading at home. **Practise** Children on track read weekly outside the phonics lesson using their phonics knowledge so far. Children not on track will become daily readers.

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	Introduce Orally segment sounds in simple words and begin to blend them together using the sounds taught so far – using green word cards.	**Practise** Segment sounds in simple words and blend them together using the sounds taught so far – using green word cards.	**Practise** Segment sounds in simple words and blend them together using the sounds taught so far – using green word cards.	**Develop** Segment sounds in simple words and blend them together using the sounds taught so far – using green word cards. Include words which contain 4-5 sounds and consonant blends.	**Develop** Segment sounds in simple words and blend them together using the sounds taught so far – using green word cards.	**Embed** Segment sounds in simple words and blend them together using the sounds taught so far – using green word cards.
	Introduce Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.	**Practise** Link sounds to letters, naming and sounding the letters of the alphabet taught so far, during the day and not just in a phonics lesson.	**Develop** Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.	**Develop** Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.	**Embed** Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.	**Embed** Link sounds to letters, naming and sounding the letters of the alphabet taught so far during the day not just in the phonics session.
		Introduce Read some common exception words as they appear in the reading scheme - using red words.	**Practise** Read some common exception words as they appear in the reading scheme - using red words.	**Practise** Read some common exception words as they appear in the reading scheme - using red words.	**Develop** Read more common exception words as they appear in the reading scheme - using red words.	**Develop** Read more common exception words as they appear in the reading scheme - using red words.
		Introduce Begin to use skills to blend nonsense words together to show extent of their blending skills.	**Practise** Begin to use skills to blend nonsense words together to show extent of their blending skills.	**Practise** Continue to use skills to blend nonsense words together to show extent of their blending skills.	**Develop** Independently use skills to blend nonsense words together to show extent of their blending skills.	**Develop** Independently use skills to blend words containing set 2 sounds, and nonsense words, together to show extent of their blending skills.
	Assess Daily assessments will highlight which children need 1-1 'pinny-time' or support within continuous provision. RWI Assessments take place at the end of the term.	**Assess** Identify gaps in sound knowledge daily and use this to inform planning. RWI Assessments at the end of term.	**Assess** Identify gaps in sound knowledge daily and use this to inform planning. RWI Assessments at the end of term.	**Assess** Identify gaps in sound knowledge daily and use this to inform planning. RWI Assessments at the end of term.	**Assess** Identify gaps in sound knowledge daily and use this to inform planning. RWI Assessments at the end of term.	**Assess** Identify gaps in sound knowledge daily and use this to inform planning. RWI Assessments at the end of term. Handover gap analysis to Y1 teachers.

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Comprehend, locate and retrieve:	**Introduce** With support, can recall key facts from a story which has been read to them. **Introduce** With support, can find information from a picture. **Introduce** Locate information which can be found easily in the text e.g. What did the 3 bears eat? Who broke the chair? Show me how you know. **Introduce and Practise** Recognise, and read their name e.g. on peg label's, on the register, on their work etc .	**Practise** With some support, can recall key facts from a story which has been read to them. **Practise** With support, can find information from a picture. **Practise** Locate information which can be found easily in the text e.g. Where is Stanley going? Show me how you know. **Practise and Develop** Recognise and read their name on their name card and the register. **Introduce** With support, recognise, and read aloud, words and phrases they have learned.	**Practise** With some support, can recall some key facts from a story which has been read to them. **Practise** With some support, can find information from a picture. **Practise** Locate information which can be found easily in the text e.g. Why did he have no friends? Show me how you know. **Embed and Assess** Recognise and read their name on their name card and the register. **Practise** With support, recognise, and read aloud, words and phrases they have learned.	**Develop** With some independence, can recall key facts from a story which has been read to them. **Develop** With some support, can find information from a picture. **Develop** Locate information which can be found easily in the text e.g. Why is Ruby worried? Show me how you know. **Develop** With some independence, recognise, and read aloud, words and phrases they have learned.	**Develop** With growing independence, can recall key facts from a story which has been read to them. **Develop** With some independence, can find information from a picture independently. **Develop** Locate information which can be found easily in the text e.g. Can you find some rhyming words? Show me how you know. **Develop** With growing independence, recognise, and read aloud, words and phrases they have learned.	**Embed and Assess** Can independently recall key facts from a story which has been read to them. **Embed and Assess** Can independently find information from a picture. **Embed and Assess** Locate information which can be found easily in the text e.g. What colour was the bus? Where was he going? Show me how you know. **Embed and Assess** Independently recognise, and read aloud, words and phrases they have learned.
Inferential understanding:	**Introduce** With adult modelling, understand the feelings of characters in texts they listen to.	**Practise** With adult support, understand and discuss the feelings of characters in texts they listen to.	**Practise** With some support, understand and discuss the feelings of characters in texts they listen to.	**Develop** With some independence, understand and discuss the feelings of characters in texts they listen to.	**Develop** With growing independence, understand and discuss the feelings of characters in texts they listen to.	**Embed and Assess** Understand the feelings of characters in texts they listen to - when the text does not explicitly say so.

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	Introduce With support, use the pictures in texts as clues to what is happening in the story. **Introduce** With adult modelling, begin to be able to feel the mood of a setting e.g. scary forest **Introduce** As a class, predict what could happen next in the text.	**Practise** With support, use the pictures in texts as clues to what is happening in the story. **Practise** With some support, begin to be able to feel the mood of a setting e.g. scary forest or a funny event e.g. the enormous turnip **Practise** Through direct questioning, predict what could happen next in the text	**Practise** With some support, use the pictures in texts as clues to what is happening in the story. **Practise** With some independence, feel the mood of a setting such as a scary forest or a funny event e.g. The penguin being left by the other penguins. **Practise** Through direct questioning, predict what could happen next in the text.	**Develop** With some support, use the pictures in texts as clues to what is happening in the story. **Develop** With some independence, feel the mood of a setting such as such as a scary forest or a funny event e.g. Ruby worrying about different things. **Develop** With some independence, predict what could happen next in the text.	**Develop** Independently, use the pictures in texts as clues to what is happening in the story. **Develop** With growing independence feel the mood of a setting such as a scary forest or a funny event e.g. How do the poems make you feel? **Develop** With growing independence, predict what could happen next in the text.	**Embed and Assess** Independently, use the pictures in texts as clues to what is happening in the story. **Embed and Assess** Feel the mood of a setting such as a scary forest or a funny event e.g. how does he feel e=when he rides his bus? **Embed and Assess** Predict what could happen next in the text.
Respond to text:	**Consolidate from Pre-school** Show pleasure in stories being read to them and show what good listening looks like. **Introduce** Refer to the features of a book e.g. the title, the author **Introduce** Understand where they can access books in the school and in the community e.g. discuss what a library is and where our local one is. **Consolidate from Pre-school** Enjoy sharing poems and rhymes together.	**Practise** To begin to have favourite texts which they ask for repeatedly. Is able to listen to short stories being read to them. **Practise** Refer to a wider range of features e.g. the title, author, illustrator, blurb. **Practise** To know that I can look at books for pleasure and can take a chosen book home from the classroom or library. **Practise** Enjoy sharing poems and rhymes together.	**Practise** To begin to have favourite texts which they ask for repeatedly, sometimes remembering words they have read and repeating them aloud. **Practise** Refer to a wider range of features of a book including the title, author, illustrator, blurb. **Practise** To know that I can look at books for pleasure and, with prompting, can take a chosen book home from the classroom or library. **Practise** Enjoy sharing poems and rhymes together.	**Develop** To begin to engage with books during own learning time. **Develop** Discuss the features of a book including the title, author, illustrator, blurb. **Develop** Often, with little prompting, look at a book from the classroom or the library and read at home. **Develop** Enjoy sharing poems and rhymes together, beginning to make suggestions for actions.	**Develop** To begin to engage with books during own learning time. **Develop** Discuss the features of a book including the title, author, illustrator, blurb. **Develop** Independently choose to look at a book from the classroom or the library and read at home. **Develop** Enjoy sharing poems and rhymes together, beginning to make suggestions for actions.	**Embed and Assess** Children show they find pleasure in books through choosing/engaging with them in own learning time or through acting out stories in role-play time **Embed and Assess** Discuss the features of a book, fiction and non-fiction, including the title, author, illustrator, blurb, sub-headings etc **Embed and Assess** Independently choose to look at a book from the classroom or the library and read at home regularly. **Embed and Assess** Enjoy sharing poems and rhymes together, using actions to show understanding and, sometimes, participating in group performances.

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	Introduce Begin to discuss a favourite character or a favourite story.	**Practise** With some support, discuss a favourite character or a favourite story.	**Practise** With some support, discuss a favourite character or a favourite story.	**Develop** With less support, discuss a favourite character or a favourite story.	**Develop** Independently, discuss a favourite character or a favourite story.	**Embed and Assess** Independently, discuss a favourite character or a favourite story.
	Introduce With adult modelling, may be able to say why things happened in the text.	**Practise** With adult modelling, may be able to say why things happened in the text.	**Practise** With support, is beginning to say why things happened in the text.	**Develop** With less support, is beginning to say why things happened in the text.	**Develop** Mostly independently, can say why things happened in the text.	**Embed and Assess** Independently, can say why things happened in the text.
	Introduce With adult encouragement, join in with repeating refrains and rhyming words.	**Practise** Remember some of the words they have heard e.g. repeating refrains and rhyming words.	**Practise** Remember some of the words they have heard e.g. repeating refrains and rhyming words.	**Develop** Without prompting, remember some of the words they have heard e.g. repeating refrains and rhyming words.	**Develop and Introduce** Without prompting, sometimes read a familiar book for themselves, remembering some of the words they have heard e.g. repeating refrains and rhyming words.	**Practise and Embed** Sometimes read a familiar text aloud to themselves, remembering some of the words they have heard e.g. repeating refrains and rhyming words.
	Introduce Talk about the pictures they see in books with the adult that is reading with them.	**Practise** Begin, with some support, to be able to explain how the pictures relate to the story.	**Practise** Begin, with some support, to be able to explain how the pictures relate to the story.	**Develop** With increasing independence, explain how the pictures relate to the story.	**Develop** With increasing independence, explain how the pictures relate to the story.	**Embed and Assess** Independently, be able explain how the pictures relate to the story.
	Introduce Observe an adult pointing to parts of a text in answer to questions.	**Practise** Begin, with adult modelling, to point to parts of the text in answer to questions.	**Practise** Begin, with adult modelling, to point to parts of the text in answer to questions.	**Develop** With support, point to parts of the text in answer to questions.	**Develop** With less support, point to parts of the text in answer to questions.	**Embed and Assess** Independently, point to parts of the text in answer to questions.
Fluency and phrasing:	**Introduce and Practise** Recognise, and read their name e.g. on peg label's, on the register, on their work etc	**Practise and Develop** Recognise, and read their name e.g. on peg label's, on the register, on their work etc	**Embed** Recognise, and read their name automatically with fluency.			
	Consolidate from Pre-school and Introduce Recite some familiar rhymes and songs by heart. Join in with a refrain during group recitation.	**Practise** Join in with a refrain during group recitation. With adult modelling, recite rhymes to a given rhythm.	**Practise** Join in with a refrain during group recitation. With adult modelling, recite rhymes to a given rhythm.	**Develop** Join in with a refrain during group recitation. Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.	**Develop** Join in with a refrain during group recitation. Recite rhymes to a given rhythm, perhaps marching or clapping to the beat.	**Embed and Assess** Join in with a refrain during group recitation. With growing confidence, recite rhymes to a given rhythm, perhaps marching or clapping to the beat.

		Introduce With support, begin to read words showing understanding by the way they say it. **Introduce** Begin to learn red words (CEW) in the order as introduced by the RWI scheme	**Practise** With support, begin to read words and simple sentences, showing understanding by the way they say it. **Introduce, Practise and Embed** Sing the alphabet song. **Introduce** With support, sight-read familiar labels and words in the environment e.g. snack, milk with visuals prompts. **Practise and Assess** With support, recognise and read some common exception words in the order as introduced by the RWI scheme.	**Develop** With some support, read words and simple sentences, showing understanding by the way they say it. **Practise** With support, sight-read familiar labels and words in the environment e.g. snack, milk, with visual prompts. **Practise and Assess** With support, recognise and read some common exception words in the order as introduced by the RWI scheme.	**Develop** With some support, read words and simple sentences, showing understanding by the way they say it. **Develop** With some support, sight-read familiar labels and words in the environment e.g. snack, pens, sink. **Develop and Assess** With increasing confidence, recognise and begin to read independently many common exception words with some automaticity, in the order as introduced by the RWI scheme.	**Develop** With minimal support, read words and simple sentences, showing understanding by the way they say it. **Develop** With some support, sight-read familiar labels and words in the environment. **Develop and Assess** With increasing confidence, recognise and read independently many common exception words with automaticity, in the order as introduced by the RWI scheme.

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End Points which show Progression of knowledge, understanding and skills in Reading	Year Group 1					
	T1	T2	T3	T4	T5	T6
Decode / word-reading:	**Consolidate from Year R and Continue** Continue to apply phonic knowledge and skills as the route to decode words. **Introduce** In line with RWI progression doc, continue to apply phonic knowledge and skills through introducing set 2 (for some set 3) sounds. **Practise** Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Practise** Apply phonic knowledge and skills as the route to decode words in line with the RWI progression doc. Read all set 2 sounds speedily. **Introduce** Introduce first 6 set 3 sounds as per RWI progression doc. **Practise** Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Embed** Set 1 and set 2 sounds. **Introduce and Practise** In line with RWI progression doc, continue to apply phonic knowledge and skills through introducing the rest of the set 3 sounds. **Practise** Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Practise and Develop** Read some set 3 speedily. Build speed of reading words containing set 1, 2 and 3 sounds. **Introduce** Begin reading multisyllabic words, including words with suffix endings. **Practise** Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Develop and Embed** With growing confidence and independence, can apply phonic knowledge and skills as the route to decode words and be able to read all set 1, 2 and 3 sounds. **Practise** Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Embed** Confidently and independently, can apply phonic knowledge and skills as the route to decode words and be able to read all set 1, 2 and 3 sounds. **Practise** Read aloud accurately books that are consistent with their developing phonic knowledge, blending sounds in unfamiliar words. **Assess** As per RWI assessment schedule, which take place every 6 weeks. **Read with fluency at 70 words per minute.**

	Consolidate from Year R and Continue Continue to read Common Exception words from Year R **Introduce** Introduce some of the Common Exception words for Year 1. **Assess** Red words in RWI and through weekly spelling tests.	**Practise** Read Common Exception words for Year 1, noting unusual correspondences. **Assess** Red words in RWI and through weekly spelling tests.	**Practise** Read Common Exception words for Year 1, noting unusual correspondences. **Assess** Red words in RWI and through weekly spelling tests.	**Develop** Read Common Exception words for Year 1, noting unusual correspondences. **Assess** Red words in RWI and through weekly spelling tests.	**Develop and Embed** Read Common Exception words for Year 1, noting unusual correspondences. **Introduce** Read contracted words e.g. I'm, she's and to understand that an apostrophe in a contraction represents an omitted letter. **Assess** Red words in RWI and through weekly spelling tests.	**Embed** Read Common Exception words for Year 1, noting unusual correspondences. **Practise** Read contracted words e.g. I'm, she's and to understand that an apostrophe in a contraction represents an omitted letter. **Assess** Red words in RWI and through weekly spelling tests.

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Comprehend, locate and retrieve:	**Consolidate from Year R and continue** As a class, listen to, and discuss, stories at a level beyond that at which they can read independently.	**Introduce** Listen to, and discuss, stories at a level beyond that at which they can read independently.	**Develop** Listen to, and discuss, a wide range of stories at a level beyond that at which they can read independently.	**Develop** Listen to, and discuss, a wide range of stories at a level beyond that at which they can read independently.	**Practise** Read, listen to and discuss a wide range of texts at a level beyond that at which they can read independently.	**Develop** Read, listen to and discuss a wide range of texts at a level beyond that at which they can read independently.
	Introduce Begin to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	**Practise** Begin to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	**Practise** Become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	**Develop** Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	**Develop** Become confident with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	**Embed** Become confident with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.
	Introduce Recognise and join in with predictable phrases with teacher modelling.	**Practise** Recognise and join in with predictable phrases with some teacher modelling.	**Practise** Recognise and join in with predictable phrases with some teacher modelling.	**Develop** With growing independence, can recognise and join in with predictable phrases.	**Develop** With growing independence, can recognise and join in with predictable phrases. .	**Embed** With growing independence, can recognise and join in with predictable phrases.
	Introduce Learn to appreciate rhymes and poems, and to recite some words/phrases by heart.	**Practise** Learn to appreciate rhymes and poems, and to recite some by heart.	**Practise** Learn to appreciate rhymes and poems, and to recite some by heart.	**Develop** Learn to appreciate rhymes and poems, and to recite some by heart.	**Develop** Learn to appreciate rhymes and poems, and to recite some by heart with increasing confidence.	**Embed** Learn to appreciate rhymes and poems, and to recite some by heart with confidence.
	Introduce and Practise Link what they read, or hear read, to their own experiences.	**Practise** Link what they read, or hear read, to their own experiences.	**Practise** Link what they read, or hear read, to their own experiences.	**Develop** With increasing independence, can link what they read, or hear read, to their own experiences.	**Develop** With increasing independence, can link what they read, or hear read, to their own experiences.	**Embed** With increasing independence, can link what they read or hear read to their own experiences.

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	Consolidate from Year R and Continue As a class, talk about the title and how it relates to the events in the text. **Introduce** With adult modelling, understand and explain key facts about what is read to them. **Introduce** Retrieve answers to **simple literal** who, what, when, and how questions with teacher support. **Assess** As per school's assessment policy.	**Practise** Talk about the title and how it relates to the events in the text; **Practise** With adult modelling, understand and explain key facts about what is read to them from a wider range of texts. **Practise** Retrieve answers to **simple literal** who, what, where, when and how questions with increasing independence. **Assess** As per school's assessment policy.	**Practise** Talk about the title and how it relates to the events in the text. **Practise** With some support, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events. **Practise** Retrieve answers to **simple literal** who, what, where, when, how and which questions with increasing independence. **Assess** As per school's assessment policy.	**Develop** Talk about the title and how it relates to the events in the text. **Develop** With some independence, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events. **Introduce** Begin to explain clearly their understanding of what is read to them. **Develop** Retrieve answers to **simple literal** who, what, where, when, how and which questions mostly independently. **Introduce and Practise** Learn some ways to find information in non-fiction texts. **Assess** As per school's assessment policy.	**Develop** Talk about the title and begin to discuss its significance and how it relates to the events in the text. **Develop** Independently, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events. **Practise** Explain their understanding of what is read to them. **Develop** Retrieve answers to **simple literal** who, what, where, when, how and which questions mostly independently. **Practise** Learn some ways to find information in non-fiction texts. **Assess** As per school's assessment policy.	**Embed** Talk about the significance of the title and how it relates to the events in the text. **Develop** Independently, and with confidence, explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories e.g. key characters, places and events. **Develop** Explain clearly their understanding of what is read to them. **Embed** Retrieve answers to **simple literal** who, what, where, when, how and which questions independently. **Develop** With some independence, find information in non-fiction texts. **Assess** As per school's assessment policy.
Inferential understanding:	**Introduce** Begin to draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what they've read.	**Practise** Begin to draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what they've read.	**Practise** With support, draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what they've read.	**Develop** With support, draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what they've read.	**Develop** With some independence, draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what they've read.	**Embed** Draw on what they already know, or on background Information and vocabulary provided by the teacher, to help them understand what they've read.

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	Introduce Through the books that they listen to, begin to make simple inferences on the basis of what is being said and done. **Introduce** With adult modelling, predict what might happen next in a sequenced story, based on what has been read so far. **Assess** As per school's assessment policy.	**Practise** Through both the books they can already read accurately and fluently, and those they listen to, begin to make simple inferences on the basis of what is being said and done. **Practise** With some support, predict what might happen next in a sequenced story, based on what has been read so far. **Assess** As per school's assessment policy.	**Develop** Through both the books they can already read accurately and fluently, and those they listen to, make simple inferences on the basis of what is being said and done. **Practise** With some support, predict what might happen next in a sequenced story, based on what has been read so far. **Assess** As per school's assessment policy.	**Develop** Through both the books they can already read accurately and fluently, and those they listen to, make simple inferences on the basis of what is being said and done. **Develop** With growing confidence, predict what might happen next in a sequenced story, based on what has been read so far. **Introduce** With adult support, begin to explain their understanding of what is read to them, beyond that which is explicitly stated. e.g. How does … feel about being here? **Assess** As per school's assessment policy.	**Develop** Through both the books they can already read accurately and fluently, and those they listen to, make simple inferences on the basis of what is being said and done. **Develop** Confidently, predict what might happen next in a sequenced story, based on what has been read so far. **Practise** With some support, explain their understanding of what is read to them, beyond that which is explicitly stated. e.g. Why is the ….interested in the …? **Assess** As per school's assessment policy.	**Develop** Through both the books they can already read accurately and fluently, and those they listen to, make simple inferences on the basis of what is being said and done. **Embed** Confidently, make a prediction on what might happen next in a sequenced story, based on what has been read so far. **Practise** With some independence, explain their understanding of what is read to them, beyond that which is explicitly stated. e.g. Why did … put them in that order? **Assess** As per school's assessment policy.
Respond to text:	**Consolidate from Year R and Continue** With support, participate in discussions about what is read to them, taking turns and listening to what others say.	**Practise** With support, participate in discussions about what is read to them, taking turns and listening to what others say.	**Practise** With some support, participate in discussions about what is read to them, taking turns and listening to what others say.	**Develop** With increasing independence, participate in discussions about what is read to them, taking turns and listening to what others say.	**Develop** Independently, participate in discussions about what is read to them, taking turns and listening to what others say.	**Embed** Independently and confidently, participate in discussions about what is read to them, taking turns and listening to what others say.

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	Introduce As a class, discuss word meanings, linking new meanings to those already known. **Introduce** Listen to, share and discuss a wide range of high-quality stories which are beyond those they can read by themselves. **Introduce** With adult support, learn to appreciate poems and rhymes. **Introduce** With adult modelling, listen to new words in texts read aloud to them, which broaden their vocabulary **Consolidate from Year R and Continue** Show pleasure in stories being read to them and continue to develop a love of reading. **Assess** As per school's assessment policy.	**Practise** With support, begin to discuss word meanings, linking new meanings to those already known. **Practise** Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves. **Practise** With adult support, learn to appreciate poems and rhymes. **Practise** With support, listen to and use new words in texts read aloud to them, which broaden their vocabulary. **Practise** With some support, develop a love of reading. **Assess** As per school's assessment policy.	**Practise** With support, begin to discuss word meanings, linking new meanings to those already known. **Practise** Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves. **Practise** With support, learn to appreciate poems and rhymes. **Practise** With some support, listen to and use new words in texts read aloud to them, which broaden their vocabulary. **Practise** With some support, develop a love of reading. **Assess** As per school's assessment policy.	**Develop** With growing confidence, discuss word meanings, linking new meanings to those already known. **Develop** Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves. **Develop** With support, learn to appreciate poems and rhymes, beginning to perform some by heart. **Practise** With some support, explain clearly their understanding of what is read to them. **Develop** With increasing confidence, develop a love of reading. **Assess** As per school's assessment policy.	**Develop** With growing confidence, discuss word meanings, linking new meanings to those already known. **Develop** Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves. **Develop** With increasing independence, learn to appreciate poems and rhymes, beginning to perform some by heart. **Develop** With some confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary. **Develop** Confidently, develop a love of reading. **Assess** As per school's assessment policy.	**Embed** Discuss word meanings, linking new meanings to those already known. **Develop** Listen to, share and discuss a wide range of high-quality books which are beyond those they can read by themselves. **Embed** Independently, learn to appreciate poems and rhymes, learning some to perform by heart. **Develop** With increasing confidence, listen to and use new words in texts read aloud to them, which broaden their vocabulary. **Develop** Continue to develop a love of reading. **Assess** As per school's assessment policy.

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Fluency and phrasing:	**Continue and Practise** To build speed of reading words containing set 1 sounds. **Continue and Introduce** With support, join in with others to recite some familiar complete rhymes and songs by heart. Join in with predictable phrases.	**Practise** To build speed of reading words containing set 2 sounds. **Practise** Practise reciting some familiar complete rhymes and songs by heart alongside others. Join in with predictable phrases.	**Practise** To build speed of reading words containing set 1,2 and the first 6 set 3 sounds. **Practise** Practise reciting some familiar complete rhymes and songs by heart alongside others. Join in with predictable phrases. **Introduce** Check that the text makes sense to them as they read and correct inaccurate reading. .	**Practise** To build speed of reading words containing set 1, 2 and 3 sounds. **Develop** Recite some familiar complete rhymes and songs by heart. Join in with predictable phrases. **Practise** Check that the text makes sense to them as they read and correct inaccurate reading. With support, begin to notice punctuation.	**Practise** Children to build speed of reading words containing set 1, 2 and 3 sounds. Read multisyllabic words with increased accuracy. 60-70 words per minute. **Develop** Recite some familiar complete rhymes and songs by heart. Join in with predictable phrases. **Develop** Check that the text makes sense to them as they read and correct inaccurate reading. With support, begin to notice punctuation.	**Practise** Children to read words containing set 1, 2 and 3 sounds speedily. Read multisyllabic words with increased accuracy and pace. 70 words per minute. **Embed** Recite some familiar complete rhymes and songs by heart without prompting. Join in with predictable phrases. **Embed** Check that the text makes sense to them as they read and correct inaccurate reading. Begin to notice punctuation.

		. Introduce Reread favourite books to themselves to gain confidence with word-reading and fluency. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Practise** Reread favourite books to themselves to gain confidence with word-reading and fluency. **Introduce** Begin to sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Practise** Reread favourite books to themselves to gain confidence with word-reading and fluency. **Practise** Begin to sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Develop** Reread favourite books to themselves to gain confidence with word-reading and fluency. **Develop** Begin to sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Embed** Reread favourite books to themselves to gain confidence with word-reading and fluency. **Embed** Begin to sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills. **Assess** In line with the Phonics Screening Check. **Assess** As per RWI assessment schedule, which take place every 6 weeks.

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End Points which show Progression of knowledge, understanding and skills in Reading	Year Group 2					
	T1	T2	T3	T4	T5	T6
Decode / word-reading:	**Consolidate from Year 1 and Assess** Respond speedily with the correct sounds to graphemes for all 40+ phonemes (Set 1,2 and 3 sounds) including, where applicable, alternative sounds for graphemes.	**Consolidate from Year 1 and Assess** Close any missing sound gaps to be able to respond speedily with the correct sounds to graphemes for all 40+ phonemes (Set 1,2 and 3 sounds) including, where applicable, alternative sounds for graphemes.	**Practise** With some support, read most words quickly and accurately without overt sounding and blending when these have been frequently encountered. **Assess** Children on track for expected will complete the programme at the end of Spring 1.			
	Consolidate from Year 1 and Assess 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.	**Consolidate from Year 1 and Assess** 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.	**Introduce** Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	**Practise** Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	**Develop** Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	**Embed** Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	Consolidate from Year 1 and Practise Read other words of more than one syllable that contain taught GPCs as well as words that contain common suffixes.	**Consolidate from Year 1 and Practise** With adult support, begin to read accurately words of two or more syllables that contain the same graphemes as well as words that contain common suffixes.	**Practise** With some support, read accurately words of two or more syllables that contain the same graphemes as well as words that contain common suffixes.	**Practise** With some independence, read accurately words of two or more syllables that contain the same graphemes as well as words that contain common suffixes.	**Develop** Accurately, read words of two or more syllables that contain the same graphemes as well as words that contain common suffixes.	**Embed** Accurately, read words of two or more syllables that contain the same graphemes as well as words that contain common suffixes.
	Consolidate from Year 1, Assess and Introduce Read Common Exception words from Year 1 and begin to read some Common Exception words for Year 2	**Embed and Practise** Read all Year 1 Common Exception words. With adult support, begin to read some Common Exception words for Year 2.	**Practise** With some support, read some Common Exception words for Year 2.	**Practise** With some independence, read some Common Exception words for Year 2.	**Develop** Accurately, read many Common Exception words for Year 2.	**Embed** Accurately, read most Common Exception words for Year 2.

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	Continue from Year 1 and Practise Begin to read words with contractions and understand that an apostrophe represents an omitted letter. **Continue from Year 1 and Practise** Read familiar books to build up fluency and confidence in word reading. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Develop** Read some words with contractions and understand that an apostrophe represents an omitted letter. **Practise** Read familiar books to build up fluency and confidence in word reading. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Embed** Read words with contractions and understand that an apostrophe represents an omitted letter. **Practise** Read familiar books to build up fluency and confidence in word reading. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Develop** Read familiar books to build up fluency and confidence in word reading. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Develop** Read familiar books to build up fluency and confidence in word reading. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Embed** Read familiar books to build up fluency and confidence in word reading. **Assess** As per RWI assessment schedule, which take place every 6 weeks. **Assess** PSC for Y2 retakes.
Comprehend, locate and retrieve:	Introduce With adult modelling, begin to scan for key words in the text in order to locate answers. **Introduce** With adult support, begin to recognise simple recurring literary language e.g Once upon a time… Long, long ago…or repetition and alliteration. **Introduce** Begin to draw on vocabulary knowledge to understand texts and solve problems under the 5 reading content domains: decode, retrieve, sequence, infer and predict.	**Practise** With adult support, scan for key words in the text in order to locate answers. **Practise** With some support, recognise simple recurring literary language e.g Once upon a time… Long, long ago…or repetition and alliteration. **Practise** With some support, draw on vocabulary knowledge to understand texts under the 5 reading content domains: decode, retrieve, sequence, infer and predict.	**Practise** With some support, scan for key words in the text in order to locate answers. **Practise** With some independence, recognise recurring simple literary language e.g Once upon a time… Long, long ago…or repetition and alliteration. **Practise** With some support, draw on vocabulary knowledge to understand texts under the 5 reading content domains: decode, retrieve, sequence, infer and predict.	**Develop** With some independence, scan for key words in the text in order to locate answers. **Develop** With increasing independence, recognise simple recurring literary language e.g Once upon a time… Long, long ago…or repetition and alliteration. **Practise** With growing confidence, draw on vocabulary knowledge to understand texts under the 5 reading content domains: decode, retrieve, sequence, infer and predict.	**Develop** With growing independence, scan for key words in the text in order to locate answers. **Develop** Independently, recognise simple recurring literary language e.g Once upon a time… Long, long ago…or repetition and alliteration. **Develop** With some independence, draw on vocabulary knowledge to understand texts under the 5 reading content domains: decode, retrieve, sequence, infer and predict.	**Embed** Independently scan for key words in the text order to locate answers. **Embed** Independently, recognise simple recurring literary language e.g Once upon a time… Long, long ago…or repetition and alliteration. **Embed** Independently, draw on vocabulary knowledge to understand texts under the 5 reading content domains: decode, retrieve, sequence, infer and predict.

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	Introduce Begin to discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.	**Practise** With adult support, discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.	**Practise** With some support, discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.	**Develop** Mostly independently, discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.	**Develop** Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.	**Embed** Discuss and clarify the meanings of words.
	Introduce With adult modelling, begin to check the text makes sense as they read.	**Practise** With support, check the text makes sense as they read.	**Practise** With support, check the text makes sense as they read.	**Develop** With some independence, check the text makes sense as they read.	**Develop** Mostly independently, check the text makes sense as they read.	**Embed** Check the text makes sense as they read.
		Introduce With adult support, listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	**Practise** With some support, listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	**Practise** With some support, listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	**Develop** Confidently listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	**Embed** Confidently listen to and discuss a wide range of poems, stories and non-fiction text at a level beyond that at which they can read independently.
		Introduce With adult modelling, begin to analyse the wording of a question in order to choose what to look for in a text, e.g. Who? What? When?	**Practise** With some support, analyse the wording of a question in order to choose what to look for in a text.	**Practise** With some confidence, analyse the wording of a question in order to choose what to look for in a text.	**Develop** Independently, analyse the wording of a question in order to choose what to look for in a text.	**Embed** Independently, analyse the wording of a question in order to choose what to look for in a text.
		Introduce With adult modelling, find answers where the question word does not match the text word.	**Practise** With support, find answers where the question word does not match the text word.	**Develop** With some confidence, find answers where the question word does not match the text word.	**Develop** Independently, find answers where the question word does not match the text word.	**Embed** Independently, find answers where the question word does not match the text word.
			Introduce Begin to learn to: navigate different paragraphs of information texts and locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.	**Practise** With some support navigate different paragraphs of information texts and locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.	**Practise** With some confidence navigate different paragraphs of information texts and locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.	**Develop** Independently navigate different paragraphs of information texts and locate the most suitable paragraph e.g. by reading subheadings or using other visual information, in order to retrieve solutions.
	Assess As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.

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Inferential understanding:	Introduce Begin to make inferences on the basis of what is being said and done. **Consolidate from Year 1 and Continue** With adult support, predict what might happen next, on the basis of what has been read so far. Introduce Begin to discuss cause and effect e.g. what has prompted a character's behaviour.	**Practise** With support, make inferences on the basis of what is being said and done. **Practise** Predict what might happen next, on the basis of what has been read so far. **Practise** With support, have wide discussions about cause and effect. **Introduce** Begin to explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	**Practise** With some support, make inferences on the basis of what is being said and done. **Practise** Predict what might happen next, on the basis of what has been read so far. **Practise** With some support, comment on cause and effect e.g. what has prompted a character's behaviour. **Practise** With support, explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	**Develop** With growing confidence, make inferences on the basis of what is being said and done. **Develop** Begin to make plausible predictions on what might happen next, on the basis of what has been read so far. **Develop** With some confidence, comment on cause and effect e.g. what has prompted a character's behaviour. **Practise** With minimal support explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	**Develop** Independently, make inferences on the basis of what is being said and done. **Develop** Begin to make plausible predictions on what might happen next, on the basis of what has been read so far. **Develop** With confidence, comment on cause and effect. **Develop** Independently, explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	**Embed** Independently, make inferences on the basis of what is being said and done. **Embed** Independently make mostly plausible predictions on what might happen next, on the basis of what has been read so far. **Embed** Independently, comment on cause and effect. **Embed** Independently, explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

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			Introduce With adult modelling, begin to make some inferences, answering 'how' and 'why' questions which may reach beyond the text.	**Practise** With some support, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.	**Develop** With some independence, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.	**Embed** Independently, make some inferences, answering 'how' and 'why' questions which may reach beyond the text.
	Assess As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.
Respond to text:	**Continue from Year 1** Become increasingly familiar with, and retelling, a wider range of stories, fairy stories and traditional tales.	**Practise** Become increasingly familiar with, and retelling, a wider range of stories, fairy stories and traditional tales.	**Practise** Become increasingly familiar with, and retelling, a wider range of stories, fairy stories and traditional tales.	**Develop** Become increasingly familiar with, and retelling, a wider range of stories, fairy stories and traditional tales.	**Develop** Become increasingly familiar with, and retelling, a wider range of stories, fairy stories and traditional tales.	**Embed** Become increasingly familiar with, and retelling, a wider range of stories, fairy stories and traditional tales.
	Continue and Practise With adult support, continue to develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including non- fiction, at a level beyond their independent reading ability.	**Practise** With some support, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry, at a level beyond their independent reading ability.	**Practise** With minimal support, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including classic poetry and stories at a level beyond their independent reading ability.	**Develop** With growing confidence, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry at a level beyond their independent reading ability.	**Develop** Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including stories and non-fiction at a level beyond their independent reading ability.	**Embed** Independently, develop their pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary poetry at a level beyond their independent reading ability.
	Introduce Begin to participate in discussions about texts that are read to them and those they read for themselves, taking turns and listening to others.	**Practise** With some support, participate in discussions about texts that are read to them and those they read for themselves, taking turns and listening to others.	**Practise** Participate in discussions about texts that are read to them and those they read for themselves, taking turns and listening to others.	**Develop** Participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others. .	**Develop** Participate in discussions about texts that are read to them and those they read for themselves, taking turns and listening to others.	**Embed** Participate in discussions about texts that are read to them and those they read for themselves, taking turns and listening to others.

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	Introduce Begin to discuss favourite words/ phrases in any of the texts this term that interest them. **Assess** As per school's assessment policy.	**Practise** With some support, discuss favourite words/ phrases in any of the texts this term that interest them. **Introduce** Begin to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. **Introduce** With adult support, begin to 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. **Assess** As per school's assessment policy.	**Practise** With minimal support, discuss favourite words/ phrases in any of the texts this term that interest them. **Practise** With support, continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. **Practise** With some support, 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. Introduce With some support, begin to discuss the sequence of events in stories; retell these events orally, once the story has become familiar. **Assess** As per school's assessment policy.	**Develop** With growing confidence, discuss favourite words/ phrases from texts this term that interest them. **Develop** With growing independence, continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. **Practise** With growing confidence, 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. **Practise** With some support, discuss the sequence of events in stories; retell these events orally, once the story has become familiar. **Assess** As per school's assessment policy.	**Develop** Independently, discuss favourite words/ phrases from any of the texts this term that interest them. **Develop** With increasing independence and confidence, continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. **Develop** Independently, 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. **Develop** With growing confidence, discuss the sequence of events in stories; retell these events orally, once the story has become familiar. **Assess** As per school's assessment policy.	**Embed** Independently, discuss favourite words/ phrases in any of the texts this term that interest them. **Embed** Confidently, continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. **Embed** Independently, 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. **Embed** Independently, discuss the sequence of events in stories; retell these events orally, once the story has become familiar. **Assess** As per school's assessment policy.
Fluency and phrasing:	**Introduce** With adult modelling, read and correct inaccurate reading.	**Practise** With support, read and correct inaccurate reading.	**Practise** With some support, read and correct inaccurate reading.	**Develop** With increasing confidence, read and correct inaccurate reading.	**Develop** Independently, read and correct inaccurate reading.	**Embed** Independently, read and correct inaccurate reading.

	Continue and Practise Respond speedily with the correct sounds to graphemes for all 40+ phonemes (Set 1,2 and 3 sounds) including, where applicable, alternative sounds for graphemes. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Continue and Practise** Respond speedily with the correct sounds to graphemes for all 40+ phonemes (Set 1,2 and 3 sounds) including, where applicable, alternative sounds for graphemes. **Introduce** With adult modelling, begin to use expression appropriately to support the meaning of sentences, including those which use subordination. **To read with developing fluency at 70 + words per minute**. **Assess** As per RWI assessment schedule, which take place every 6 weeks.	**Continue and Practise** To read all words including nonsense and multisyllabic words that include set 1,2,3 sounds speedily and accurately. **Practise** With support, continue to use some expression appropriately to support the meaning of sentences, including those which use subordination. **To read with developing fluency at 80 + words per minute.** **Assess** Children on track for expected will complete the programme at the end of Spring 1.	**Continue and Practise** To read a range of text types (fiction, non-fiction, poetry, rhymes). To build pace and fluency of reading. **Practise** With some support, begin to use expression appropriately to support the meaning of sentences, including those which use subordination. **To read with developing fluency at 80 + words per minute.** **Assess** As per school's assessment policy.	**Continue and Practise** To read a range of text types (fiction, non-fiction, poetry, rhymes). To build pace and fluency of reading. **Develop** With confidence, use expression appropriately to support the meaning of sentences, including those which use subordination. **To read with developing fluency at 80 + words per minute**. **Assess** As per school's assessment policy.	**Continue and Practise** To read a range of text types (fiction, non-fiction, poetry, rhymes). To build pace and fluency of reading. **Embed** Independently, use expression appropriately to support the meaning of sentences, including those which use subordination. **To read with developing fluency at 90 + words per minute.** **Assess** As per school's assessment policy.

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End Points which show Progression of knowledge, understanding and skills in Reading	Year Group 3					
	T1	T2	T3	T4	T5	T6
Decode / word-reading:	**Continue and Practise** Use phonic skills of blending and segmenting to read unfamiliar words. **Practise** Decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation. **Consolidate from Year 2, Assess** Revise Common Exception words taught so far in Y2, noting the unusual correspondences between spelling and sound, and where these occur in the word. .	**Practise** Without overt blending and segmenting, use phonics skills automatically and consistently to unfamiliar or challenging words. **Practise** With some support, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation. **Embed** Read all words from the year two Common Exception list. **Introduce and Practise** With support, begin to read some exception words, some from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Introduce** With support, begin to apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	**Practise** Without overt blending and segmenting, use phonics skills automatically and consistently to unfamiliar or challenging words. **Practise** With some confidence, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation. **Practise** With some support, read some exception words from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Practise** With some support, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	**Develop** Without overt blending and segmenting, use phonics skills automatically and consistently to unfamiliar or challenging words. **Develop** With increasing confidence, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation. **Develop** With some confidence, read further exception words from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Practise** With some confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	**Develop** Without overt blending and segmenting, use phonics skills automatically and consistently to unfamiliar or challenging words. **Develop** Confidently, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation. **Develop** With increasing confidence, read many exception words from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Develop** With confidence, apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.	**Embed** Use phonics skills automatically and consistently to read unfamiliar or challenging words. **Embed** Independently, decode most new words outside their spoken vocabulary, making a good approximation of the word's pronunciation. **Embed** With increasing confidence, read many exception words from Y3-4 list, noting the unusual correspondences between spelling and sound, and where these occur in the word. **Embed** Independently apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.

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Comprehend, locate and retrieve:	**Consolidate from Year 2 and Continue** With support, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. **Consolidate from Year 2 and Continue** With support, read books that are structured in different ways and read for a range of purposes. **Introduce** With adult modelling learn to use dictionaries to check the meaning of words that they have read. **Consolidate from Year 2 and Continue** With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. **Introduce** With adult modelling retrieve and record information from non-fiction.	**Practise** With some support, listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. **Practise** With some support, read books that are structured in different ways and read for a range of purposes. **Practise** With support, use dictionaries to check the meaning of words that they have read. **Practise** With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. **Practise** With support, retrieve and record information from non-fiction.	**Practise** With some confidence, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. **Practise** With some confidence, read books that are structured in different ways and read for a range of purposes. **Practise** With some support, use dictionaries to check the meaning of words that they have read. **Practise** With some confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. **Practise** With some support, retrieve and record information from non-fiction.	**Develop** With increasing confidence, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. **Develop** With increasing confidence, read books that are structured in different ways and read for a range of purposes. **Develop** With some confidence, use dictionaries to check the meaning of words that they have read. **Develop** With increasing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. **Develop** With growing confidence, retrieve and record information from non-fiction.	**Develop** With confidence, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. **Develop** Confidently, read books that are structured in different ways and read for a range of purposes. **Develop** Confidently, use dictionaries to check the meaning of words that they have read. **Develop** Confidently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. **Develop** Confidently, retrieve and record information from non-fiction.	**Embed** With confidence, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. **Embed** Independently, read books that are structured in different ways and read for a range of purposes. **Embed** Independently, use dictionaries to check the meaning of words that they have read. **Embed** Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. **Embed** Independently, retrieve and record information from non-fiction

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	Introduce With adult support, begin to recognise some different forms of poetry e.g. Free Verse, Clerihews and Limericks	**Practise** With support, recognise some different forms of poetry e.g. Free Verse, Clerihews and Limericks	**Practise** With some support, recognise some different forms of poetry e.g. Free Verse, Clerihews and Limericks	**Develop** With some confidence, recognise some different forms of poetry e.g. Free Verse, Clerihews and Limericks	**Develop** Confidently, recognise some different forms of poetry e.g. Free Verse, Clerihews and Limericks	**Embed** Independently, recognise some different forms of poetry e.g. Free Verse, Clerihews and Limericks
	Introduce With support, increase their familiarity with a wide range of books, retelling some of these orally.	**Practise** With support, increase their familiarity with a wide range of books retelling some of these orally.	**Practise** With some support, increase their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally.	**Develop** Confidently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally.	**Develop** Independently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally.	**Embed** Independently, increase their familiarity with a wide range of books, including fairy stories, myths and legends, retelling some of these orally.
	Introduce With adult modelling, start to become more familiar with retrieving facts and information where question words and text language vary i.e. where the literal answer is somewhat 'hidden' in the vocabulary used.	**Practise** With support, become more familiar with retrieving facts and information where question words and text language vary.	**Practise** With support, become more familiar with retrieving facts and information where question words and text language vary.	**Develop** With some confidence, become more familiar with retrieving facts and information where question words and text language vary.	**Develop** With increasing confidence, become more familiar with retrieving facts and information where question words and text language vary.	**Embed** Independently, retrieve facts and information where question words and text language vary.
	Introduce With adult modelling, check the accuracy of what they are retrieving by reading around the words or phrases they find.	**Practise** With support, check the accuracy of what they are retrieving by reading around the words or phrases they find.	**Practise** With some support, check the accuracy of what they are retrieving by reading around the words or phrases they find.	**Develop** With some confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.	**Develop** With confidence, check the accuracy of what they are retrieving by reading around the words or phrases they find.	**Embed** Independently, check the accuracy of what they are retrieving by reading around the words or phrases they find.
		Introduce With adult modelling, begin to scan for alternative synonyms or phrases.	**Practise** With support, start to scan for alternative synonyms or phrases.	**Develop** With growing confidence, scan for alternative synonyms or phrases.	**Develop** Confidently, scan for alternative synonyms or phrases.	**Embed** Independently, scan for alternative synonyms or phrases.
			Introduce With support, ask questions which improve their own understanding.	**Practise** With some support, ask questions which improve their own understanding.	**Develop** With some confidence, ask questions which improve their own understanding.	**Embed** Independently, ask questions which improve their own understanding.
	Assess As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.

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Inferential understanding:	**Consolidate from Year 2 and Introduce** With support, revise how to draw inferences such as inferring characters' feelings, thoughts and motives from their actions. **Consolidate from Year 2 and Introduce** With adult modelling, make a credible prediction on what might happen from details stated **and** implied or from other stories they know. **Introduce** With adult modelling, begin to identify main ideas drawn from more than one paragraph and summarise them. **Assess** As per school's assessment policy.	**Introduce and Practise** With adult modelling, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and begin justifying inferences with evidence. **Practise** With support, make a credible prediction on what might happen from details stated **and** implied or from other stories they know. **Practise** With support, begin to identify main ideas drawn from more than one paragraph and summarise them. **Assess** As per school's assessment policy.	**Practise** With support, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and grow in confidence when justifying inferences with evidence. **Practise** With some support, make a credible prediction on what might happen from details stated **and** implied or from other stories they know. **Practise** With some support, begin to identify main ideas drawn from more than one paragraph and summarise them. **Assess** As per school's assessment policy.	**Develop** With some confidence, draw inferences such as inferring characters' feelings, thought and motives from their actions, **and** justify inferences with evidence. **Develop** With growing confidence, make a credible prediction on what might happen from details stated **and** implied or from other stories they know. **Develop** With some confidence, begin to identify main ideas drawn from more than one paragraph and summarise them. **Assess** As per school's assessment policy.	**Develop** With increasing confidence, draw inferences such as inferring characters' feelings, thought and motives from their actions, **and** justify inferences with evidence. **Develop** With confidence, make a credible prediction on what might happen from details stated **and** implied or from other stories they know. **Develop** With growing confidence, begin to identify main ideas drawn from more than one paragraph and summarise them. **Assess** As per school's assessment policy.	**Embed** Independently, draw inferences such as inferring characters' feelings, thought and motives from their actions, **and** justify inferences with evidence. **Embed** Independently, make a credible prediction on what might happen from details stated **and** implied or from other stories they know. **Embed** Within age-appropriate texts, begin to Independently identify main ideas drawn from more than one paragraph and summarise them. **Assess** As per school's assessment policy.

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Respond to text:	**Introduce** With adult modelling, ask questions to improve their understanding using KS2 reading content domains to develop questioning skills: decode, retrieve, summarise, infer, predict, meaning, language	**Practise** With support, ask questions to improve their understanding using KS2 reading content domains to develop questioning skills: decode, retrieve, summarise, infer, predict, meaning, language	**Practise** With some support, ask questions to improve their understanding using KS2 reading content domains to develop questioning skills: decode, retrieve, summarise, infer, predict, meaning, language	**Develop** With some confidence, ask questions to improve their understanding using KS2 reading content domains to develop questioning skills: decode, retrieve, summarise, infer, predict, meaning, language	**Develop** Confidently, ask questions to improve their understanding using KS2 reading content domains to develop questioning skills: decode, retrieve, summarise, infer, predict, meaning, language	**Embed** Independently, ask questions to improve their understanding using KS2 reading content domains to develop questioning skills: decode, retrieve, summarise, infer, predict, meaning, language
	Consolidate from Year 2 and Continue With adult modelling, participate in discussions about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	**Practise** With encouragement, participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	**Practise** With some support, participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	**Develop** With some confidence, participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	**Develop** Confidently, participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Embed Independently, participate in discussion about books that are read to them and those they can read for themselves, taking turns and listening to what others say.
	Introduce With support, identify some simple themes and conventions in a wide range of books.	**Practise** With some support, identify some simple themes and conventions in a wide range of books.	**Practise** With some support, identify simple themes and conventions in a wide range of books.	**Develop** With some confidence, identify simple themes and conventions in a wide range of books.	**Develop** Confidently, identify simple themes and conventions in a wide range of books.	**Embed** Independently, identify simple themes and conventions in a wide range of books.
	Introduce With adult modelling, begin to retell some stories orally.	**Practise** With support, begin to retell some stories orally.	**Practise** With some support, retell some stories orally.	**Develop** With some confidence, retell some stories orally.	**Develop** With some confidence, retell some stories orally.	**Embed** Confidently, retell some stories orally.
	Introduce With support, develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.	**Practise** With some support, develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.	**Practise** With some support, develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.	**Develop** Confidently, develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.	**Develop** Independently, develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.	**Embed** Independently, develop positive attitudes to reading by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books.
	Introduce With adult modelling, locate and discuss words and phrases that capture the reader's interest and imagination.	**Practise** With support, locate and discuss words and phrases that capture the reader's interest and imagination.	**Practise** With some confidence, locate and discuss words and phrases that capture the reader's interest and imagination.	**Develop** With increasing confidence, locate and discuss words and phrases that capture the reader's interest and imagination.	**Develop** Confidently, locate and discuss words and phrases that capture the reader's interest and imagination.	**Embed** Confidently, locate and discuss words and phrases that capture the reader's interest and imagination.

	Introduce With adult modelling, express preferences for text type. **Assess** As per school's assessment policy.	**Practise** With support, express preferences for text type. **Assess** As per school's assessment policy.	**Practise** With some support, express preferences for text type. **Assess** As per school's assessment policy.	**Develop** With some confidence, express preferences for text type. **Introduce** With adult modelling, begin to identify how language, structure and presentation contribute to meaning. **Assess** As per school's assessment policy.	**Develop** Confidently, express preferences for text type. **Practise** With support, begin to identify how language, structure and presentation contribute to meaning. **Assess** As per school's assessment policy.	**Embed** Independently, express preferences for text type. **Practise** With support, begin to identify how language, structure and presentation contribute to meaning. **Assess** As per school's assessment policy.

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Fluency and phrasing:	**Consolidate from Year 2 and Continue** With support, read a range of age appropriate texts, with developing fluency. **Consolidate from Year 2 and Continue** With support, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words. **Consolidate from Year 2 and Continue** With adult modelling, when reading aloud, speak audibly and with growing fluency showing some awareness of when to use intonation and volume. **Introduce** With adult modelling, gradually internalise the reading process to read silently. **To read 90+ words per minute** **Assess** As per school's assessment policy.	**Practise** With some support, read a range of age appropriate texts, with developing fluency. **Practise** With some support, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words. **Practise** With encouragement, when reading aloud, speak audibly and with growing fluency showing some awareness of when to use intonation and volume. **Practise** With encouragement, gradually internalise the reading process to read silently **Introduce** With adult modelling, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency. **To read 90+ words per minute** **Assess** As per school's assessment policy.	**Practise** With some support, read a range of age appropriate texts, with developing fluency. **Practise** With some confidence, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words. **Practise** With encouragement, when reading aloud, speak audibly and with growing fluency showing some awareness of when to use intonation and volume. **Practise** With some encouragement, gradually internalise the reading process to read silently. **Practise** With support, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency. **To read 100+ words per minute** **Assess** As per school's assessment policy.	**Develop** With some confidence, read a range of age appropriate texts, with developing fluency. **Develop** With confidence, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words. **Develop** With growing confidence, when reading aloud, speak audibly and with growing fluency showing awareness of when to use intonation and volume. **Develop** With growing confidence, internalise the reading process to read silently. **Practise** With some confidence, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency. **To read 100+ words per minute** **Assess** As per school's assessment policy.	**Develop** Confidently, read a range of age appropriate texts, with developing fluency. **Develop** Confidently, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words. **Develop** Confidently, when reading aloud, speak audibly and with growing fluency showing awareness of when to use intonation and volume. . **Develop** Confidently, internalise the reading process to read silently. **Develop** Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency. **To read 100+ words per minute** **Assess** As per school's assessment policy.	**Embed** Confidently, read a range of age appropriate texts, with developing fluency. **Embed** Confidently, accurately read at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words. **Embed** Confidently, when reading aloud, speak audibly and with growing fluency showing awareness of when to use intonation and volume. **Embed** Independently, internalise the reading process to read silently. **Embed** Confidently, recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency. **To read 110+ words per minute** **Assess** As per school's assessment policy.

End Points which show Progression of knowledge, understanding and skills in Reading					Year Group 4	
	T1	**T2**	**T3**	**T4**	**T5**	**T6**
Decode / word-reading:	**Consolidate from Year 3 and Continue** With little support, decode alternative sounds for a wide range of graphemes. Use phonics skills of segmenting and blending to address unfamiliar words. **Consolidate from Year 3** Revise and read exception words taught so far from the Y3-4 list **Assess** As per school's assessment policy.	**Consolidate from Year 3 and Practise** Continue to revise the full range of GPCs, and begin to use phonic skills consistently and automatically when addressing unfamiliar or challenging words. **Practise** With increasing confidence, read many exception words from Y3-4 list. **Assess** As per school's assessment policy.	**Consolidate from Year 3 and Practise** With minimal support, know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. **Practise** Read many of the exception words from the Y3-4 list. **Assess** As per school's assessment policy.	**Consolidate from Year 3 and Practise** Confidently know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words and texts. **Develop** Read most of the exception words from the Y3-4 list. **Assess** As per school's assessment policy.	**Consolidate from Year 3 and Practise** Read, with increasing fluency, a range of age-appropriate text types. Read at a speed sufficient enough to focus on understanding. **Develop** Read most of the exception words taught so far from the Y3-4 list. **Assess** As per school's assessment policy.	**Consolidate from Year 3 and Practise** Read, with fluency, a range of age-appropriate text types. Read at a speed sufficient enough to focus on understanding. **Embed** Revise and read all of the exception words taught from the Y3-4 list. **Assess** As per school's assessment policy.

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Comprehend, locate and retrieve:	**Introduce** With adult modelling, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	**Practise** With some support, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	**Practise** With minimal support, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	**Develop** With increasing confidence, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	**Develop** Confidently, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	**Embed** Independently, explain and discuss their understanding of the text from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
	Introduce With adult support, identify how language, structure and presentation contribute to meaning in texts.	**Practise** With some support, identify how language, structure and presentation contribute to meaning in texts.	**Practise** With some confidence, identify how language, structure and presentation contribute to meaning in texts.	**Develop** Confidently, identify how language, structure and presentation contribute to meaning in texts.	**Develop** Independently, identify how language, structure and presentation contribute to meaning in texts.	**Embed** Independently, identify how language, structure and presentation contribute to meaning in texts.
	Introduce With adult support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context texts.	**Practise** With some support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	**Practise** With support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	**Develop** With growing confidence, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	**Develop** Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	**Embed** Independently, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
	Introduce With some support, use dictionaries to define new vocabulary.	**Practise** Use dictionaries with growing independence, to define new vocabulary.	**Practise** Use dictionaries with growing independence, to define new vocabulary.	**Develop** Use dictionaries with growing independence, to define new vocabulary	**Develop** Use dictionaries with growing independence, to define new vocabulary.	**Embed** Independently use dictionaries with growing confidence, to define new vocabulary.
	Introduce With adult modelling, develop their reading retrieval skills, working across a wider range of texts.	**Practise** With support, develop their reading retrieval skills, working across a wider range of texts.	**Practise** With some support, develop their reading retrieval skills, working across a wider range of texts.	**Develop** With growing confidence, develop their reading retrieval skills, working across a wider range of texts.	**Develop** Independently, develop their reading retrieval skills, working across a wider range of texts.	**Embed** Independently, develop their reading retrieval skills, working across a wider range of texts.
	Introduce With adult support, work with texts of increasing length, to retrieve information across the whole text as well as within one sentence or paragraph.	**Practise** With support, work with texts of increasing length, to retrieve information across the whole text as well as within one sentence or paragraph.	**Practise** With some support, work with texts of increasing length, to retrieve information across the whole text as well as within one sentence or paragraph.	**Develop** With increasing independence, work with texts of increasing length, to retrieve information across the whole text as well as within one sentence or paragraph.	**Develop** Independently, work with texts of increasing length, to retrieve information across the whole text as well as within one sentence or paragraph.	**Embed** Confidently, work with texts of increasing length, to retrieve information across the whole text as well as within one sentence or paragraph.

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	Introduce With adult support, skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers. **Consolidate** With support, revise some examples of Free Verse poetry. **Assess** As per school's assessment policy.	**Practise** With support, skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers. **Introduce** With adult modelling, identify different forms of poems e.g Kennings and Tetractys. **Assess** As per school's assessment policy.	**Practise** With some support, skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers. **Practise** With support, explore different forms of poems e.g Kennings and Tetractys. **Assess** As per school's assessment policy.	**Develop** With developing confidence, skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers. **Practise** With support, explore different forms of poems e.g Kennings and Tetractys. **Assess** As per school's assessment policy.	**Develop** Independently, skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers. **Develop** Explore different forms of poems e.g Kennings and Tetractys. **Assess** As per school's assessment policy.	**Develop** Confidently and independently, skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers. **Embed** Explore different forms of poems e.g Free Verse, Kennings and Tetractys. **Assess** As per school's assessment policy.

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Inferential understanding:	**Continue and Practise** Begin to ask questions to improve their understanding of a text when needed. **Introduce and Practise** With growing confidence, and adult support, identify themes and conventions within a range of books. **Introduce** With adult support, make credible predictions about what might happen from details stated and implied. **Continue from Year 3 and Practise** With adult support, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, **and** justify inferences with evidence. **Assess** As per school's assessment policy. .	**Practise** With encouragement, ask questions to improve their understanding of a text when necessary. **Practise** With growing confidence, and adult support, identify themes and conventions within a range of books. **Practise** With some support, make credible predictions about what might happen from details stated and implied. **Practise** With minimal support, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, **and** justify inferences with evidence. **Assess** As per school's assessment policy.	**Practise** With some confidence, ask questions to improve their understanding of a text when needed. **Practise** With growing confidence, and some support, identify themes and conventions within a range of books. **Practise** With some support, make credible predictions about what might happen from details stated and implied. **Develop** Independently, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, **and** justify inferences with evidence. **Assess** As per school's assessment policy.	**Develop** Confidently, ask questions to improve their understanding of a text when needed. **Develop** With growing confidence, and some support, identify themes and conventions within a range of books. **Develop** With some independence, make credible predictions about what might happen from details stated and implied. **Develop** Independently, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, **and** justify inferences with evidence. **Assess** As per school's assessment policy.	**Develop** Confidently and independently, ask questions to improve their understanding of a text when necessary. **Develop** With increasing independence, and adult support, identify themes and conventions within a range of books. **Develop** Independently, make credible predictions about what might happen from details stated and implied. **Develop** Independently, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, **and** justify inferences with evidence. **Assess** As per school's assessment policy.	**Embed** Independently, ask questions to improve their understanding of a text when necessary. **Develop** With increasing independence, identify themes and conventions within a range of books. **Embed** Independently, make credible predictions about what might happen from details stated and implied. **Embed** Independently, and sometimes without prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions, **and** justify inferences with evidence. **Assess** As per school's assessment policy.

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Respond to text:	**Introduce** With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, non-fiction and poetry.	**Practise** With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, non-fiction and poetry.	**Practise** With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, non-fiction and poetry.	**Develop** With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, non-fiction and poetry.	**Develop** With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, non-fiction and poetry.	**Develop** With growing confidence, and gathering experience from a wider range of texts, children build positive attitudes to reading, by reading, listening to and discussing a wide range of fiction, non-fiction and poetry.
	Introduce With adult modelling, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.	**Practise** With support, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.	**Practise** With some confidence, show an increasing awareness of authorial choice, discuss words and phrases which capture their interest.	**Develop** With greater confidence, show increasing awareness of authorial choice, discuss words and phrases which capture their interest.	**Develop** Independently, show increasing awareness of authorial choice, discuss words and phrases which capture their interest.	**Develop** Independently, show increasing awareness of authorial choice, discuss words and phrases which capture their interest.
	Introduce With adult modelling, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.	**Practise** With support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.	**Practise** With some support, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.	**Develop** With growing confidence, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.	**Develop** Confidently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.	**Embed** Confidently and independently, discuss the impact of the text on the reader and how this has been achieved using how, what, where and why questions. Include poetic devices.
	Introduce and Practise Begin to develop their familiarity with a range of text types including myths and legends. Retell some of these orally.	**Practise** Develop their familiarity with a range of text types including myths and legends. Retell some of these orally.	**Practise** Develop their familiarity with a range of text types including myths and legends. Retell some of these orally.	**Develop** Develop their familiarity with a range of text types including myths and legends. Retell some of these orally.	**Develop** Develop their familiarity with a range of text types including myths and legends. Retell some of these orally.	**Develop** Develop their familiarity with a range of text types including myths and legends. Retell some of these orally.
	Assess As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.

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Fluency and phrasing:	**Consolidate from Year 3 and Continue** Read a range of age appropriate texts, with developing fluency.	**Practise** With adult support, as decoding becomes more secure, become independent, fluent and enthusiastic readers.	**Practise** With some support, as decoding becomes more secure, become independent, fluent and enthusiastic readers.	**Develop** With growing confidence, as decoding becomes more secure, become independent, fluent and enthusiastic readers.	**Develop** Confidently, as decoding becomes more secure, become independent, fluent and enthusiastic readers.	**Embed** Confidently read, with fluency, a range of age-appropriate text types. Read at a speed sufficient to focus on understanding.
	Introduce and Practise Begin to recite whole poems, or play scripts, with growing awareness of the listener.	**Practise** Read aloud, and perform, poetry or play scripts to demonstrate some understanding of intonation, tone, volume and action.	**Practise** Read aloud, and perform, poetry or play scripts to demonstrate understanding of intonation, tone, volume and action.	**Develop** Read aloud, and perform, poetry or play scripts, to demonstrate understanding of intonation, tone, volume and action.	**Develop** Read aloud, and perform, poetry or play scripts, to demonstrate understanding of intonation, tone, volume and action	**Embed** Read aloud, and perform, poetry or play scripts, to demonstrate a confident understanding of intonation, tone, volume and action
	Introduce With adult modelling, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.	**Practise** With adult modelling, and support, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.	**Practise** With adult support, and support, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.	**Develop** With support, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.	**Develop** With some support, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.	**Embed** With some independence, read with expression. Use the punctuation to support meaning. Notice where commas create phrasing or separate clauses within sentences.
	To read 110+ words per minute.	**To read 110+ words per minute.**	**To read 120+ words per minute.**	**To read 120+ words per minute.**	**To read 130+ words per minute.**	**To read 140+ words per minute.**
	Assess As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.

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End Points which show Progression of knowledge, understanding and skills in Reading	Year Group 5					
	T1	T2	T3	T4	**T5**	T6
Decode / word-reading:	**Consolidate from Year 4 and Assess** Read Y3/4 statutory spellings. **Introduce** Begin to read some from the Year 5/6 list.	**Practise** Begin to read some of the exception words from the Y5-6 list.	**Practise** Read an increasing amount of the exception words from the Y5-6 list.	**Develop** Read many of the exception words from the Y5-6 list.	**Develop** Read most of the exception words from the Y5-6 list.	**Develop** Read most of the exception words from the Y5-6 list.
	Consolidate from Year 4 and Continue With some support, begin to work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	**Practise** With some support, continue to work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	**Practise** With less support, work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	**Develop** With some independence, work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	**Develop** With growing independence, work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).	**Embed** Mostly independently, work out unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology).
	Consolidate from Year 4 and Continue With some support, identify new vocabulary, discussing its meaning and practising correct pronunciation.	**Practise** With minimal support, identify new vocabulary, discussing its meaning and practising correct pronunciation.	**Practise** With some confidence, identify new vocabulary, discussing its meaning and practising correct pronunciation.	**Develop** With growing confidence, identify new vocabulary, discussing its meaning and practising correct pronunciation.	**Develop** With growing independence, identify new vocabulary, discussing its meaning and practising correct pronunciation.	**Embed** Confidently and independently, identify new vocabulary, discussing its meaning and practising correct pronunciation.
	Assess As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.

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Comprehend, locate and retrieve:	**Consolidate from Year 4, Continue** Read and discuss a range of fiction, poetry, plays, non-fiction and reference books/textbooks looking at their structure and reading for a purpose.	**Practise** Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books/textbooks looking at their structure and reading for a purpose.	**Practise** Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books/textbooks looking at their structure and reading for a purpose.	**Develop** Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books/textbooks looking at their structure and reading for a purpose.	**Develop** Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books/textbooks looking at their structure and reading for a purpose.	**Embed** Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books/textbooks looking at their structure and reading for a purpose.

	Continue from Year 4 With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	**Practise** With support, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	**Practise** With increasing confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	**Develop** With confidence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	**Develop** With some independence, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.	**Embed** Independently and confidently, check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
	Consolidate from Year 4 and Continue Understand that books are structured in different ways and read for a range of purposes.	**Develop and Embed** Confidently, understand that books are structured in different ways and read for a range of purposes.				
	Introduce With adult modelling, begin to distinguish between statements of fact and opinion when discussing whole-class reading texts.	**Practise** With support, begin to distinguish between statements of fact and opinion in whole-class reading texts.	**Practise** With support, begin to distinguish between statements of fact and opinion in whole-class reading texts.	**Develop** With growing independence, begin to distinguish between statements of fact and opinion in various texts across the curriculum.	**Develop** With growing independence, distinguish between statements of fact and opinion in various texts across the curriculum.	**Embed** Independently, begin to distinguish between statements of fact and opinion in various texts across the curriculum.
	Introduce Begin to recommend books that they have read to their peers, giving simple reasons for their choices.	**Practise** Continue to recommend books that they have read to their peers, giving simple reasons for their choices.	**Practise** Continue to recommend books that they have read to their peers, giving more justified reasons for their choices.	**Develop** With growing confidence, recommend books that they have read to their peers, giving justified reasons for their choices.	**Develop** Confidently recommend books that they have read to their peers, giving justified reasons for their choices.	**Embed** Enthusiastically recommend books that they have read to their peers, giving justified reasons for their choices.
	Consolidate from Year 4 and Continue With adult support, begin to retrieve, record and present information from non-fiction.	**Practise** With some support, begin to retrieve, record and present information from non-fiction.	**Practise** With less support, retrieve, record and present information from non-fiction.	**Develop** With growing independence, retrieve, record and present information from non-fiction.	**Develop** With growing independence, retrieve, record and present information from non-fiction.	**Embed** Independently, retrieve, record and present information from non-fiction.
	Introduce With adult modelling, begin to retrieve key details and begin to find quotations from a whole text.	**Practise** With some support, retrieve key details and begin to find quotations from a whole text.	**Practise** With some support, retrieve key details and begin to find quotations from a whole text.	**Develop** With increasing confidence, retrieve key details and begin to find quotations from a whole text.	**Develop** Confidently, retrieve key details and begin to find quotations from a whole text.	**Embed** Independently, retrieve key details and begin to find quotations from a whole text.

	Introduce With adult modelling, begin to learn to locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.	**Practise** With some support, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.	**Practise** With some confidence, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.	**Develop** With increasing confidence, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.	**Develop** Confidently, locate the author's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.	**Embed** Independently and confidently, locate the author or poet's viewpoint, either where it is explicitly stated, or when it can be retrieved through using similar words and phrases.
	Continue from Year 4 **Introduce** With adult support, begin to understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.	**Practise** With some support, understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.	**Practise** With developing confidence, understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.	**Develop** With increasing confidence, understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.	**Develop** Confidently, understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.	**Embed** Confidently and independently, understand some challenging vocabulary and its meaning within context. Continue to use a dictionary to clarify meaning or a thesaurus to identify synonyms.
	Consolidate from Year 4 and Continue With adult modelling, revise how to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.	**Practise** With support, continue to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.	**Practise** With some support, continue to skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.	**Develop** With some confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.	**Develop** With increased confidence, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.	**Embed** Confidently, skim or scan a whole text first to select which paragraph or section of text an answer may be located in and then use the text to support their answers.
	Assess As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.

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Inferential understanding:	**Consolidate from Year 4 and Continue** With support, continue to draw inferences independently, often justifying with textual evidence.	**Practise** Confidently, draw inferences independently, often justifying with textual evidence.	**Practise** Independently, draw inferences independently, often justifying with textual evidence.	**Develop and Introduce** Draw inferences independently, often justifying with textual evidence. With adult support, begin to draw inferences around characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	**Practise and Develop** Draw inferences independently, often justifying with textual evidence. With less support, begin to draw inferences around characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	**Embed** Confidently, draw inferences independently often justifying with textual evidence. Draw inferences around characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
	Consolidate from Year 4 and Continue Continue to ask questions to improve their understanding.	**Practise** Ask some good quality questions to improve their understanding.	**Practise** Ask some good quality questions to improve their understanding.	**Develop** With increasing confidence, ask good quality questions to improve their understanding.	**Develop** With confidence ask appropriate questions to improve their understanding.	**Embed** Confidently, ask appropriate questions to improve their understanding.
	Consolidate from Year 4 and Continue Continue to make credible predictions about what might happen from details stated and implied.	**Practise** Continue to make credible predictions about what might happen from details stated and implied.	**Practise** With some confidence, make credible predictions about what might happen from details stated and implied.	**Develop** With a developing confidence, make credible predictions about what might happen from details stated and implied.	**Develop** Confidently, make credible predictions about what might happen, and what may have come before, from details stated and implied.	**Embed** Confidently and independently make credible predictions about what might happen, and what may have come before, from details stated and implied.
	Introduce and Practise With adult support, orally, and in writing, summarise main ideas of a text.	**Practise** With less support, orally, and in writing, summarise main ideas of a text.	**Practise** Independently, orally, and in writing, summarise main ideas of a text.	**Develop and Introduce** Confidently summarise main ideas of a text both orally and in writing. With adult support, begin to summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	**Develop** Confidently summarise main ideas of a text both orally and in writing. With increasing confidence, summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. .	**Embed** Confidently and independently summarise main ideas of a text both orally and in writing. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
	Consolidate from Year 4 and Continue With support, continue to identify and discuss themes and conventions in, and across, a wide range of writing.	**Practise** With some support, continue to identify and discuss themes and conventions in, and across, a wide range of writing.	**Practise** With some independence, identify and discuss themes and conventions in, and across, a wide range of writing.	**Develop** With increasing independence, identify and discuss themes and conventions in, and across, a wide range of writing.	**Develop** With increasing independence, identify and discuss themes and conventions in, and across, a wide range of writing.	**Embed** Mostly independently, identify and discuss themes and conventions in, and across, a wide range of writing.

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	Introduce With adult modelling, begin to make comparisons within and across texts. **Assess** As per school's assessment policy.	**Practise** With adult support, begin to make comparisons within and across texts. **Assess** As per school's assessment policy.	**Practise** With adult support, make comparisons within and across texts. **Assess** As per school's assessment policy.	**Develop** With some support, make comparisons within and across texts. **Assess** As per school's assessment policy.	**Develop** With increasing confidence, make comparisons within and across texts. **Assess** As per school's assessment policy.	**Embed** Confidently, make comparisons within and across texts. **Assess** As per school's assessment policy.

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Respond to text:	**Consolidate from Year 4 and Continue** Recap how language, structure and presentation contribute to meaning.	**Practise** With some support, identify how language, structure and presentation contribute to meaning.	**Practise** With some confidence, identify how language, structure and presentation contribute to meaning.	**Develop** With increasing confidence, identify how language, structure and presentation contribute to meaning.	**Develop** Confidently, identify how language, structure and presentation contribute to meaning.	**Embed** Independently, identify how language, structure and presentation contribute to meaning.
	Consolidate from Year 4 and Continue With adult support, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	**Practise** With some support, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	**Practise** With some confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	**Develop** With increasing confidence, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader .	**Develop** Confidently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	**Embed** Confidently and independently, discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
	Introduce With some support, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	**Practise** With increasing confidence, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	**Practise** With increasing confidence, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	**Develop** With increasing independence and confidence, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	**Develop** With increasing independence and confidence, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	**Embed** Independently and confidently, participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.
	Consolidate from Year 4 and Continue With adult modelling, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction	**Practise** With some support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction	**Practise** With support, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction.	**Develop** With increasing confidence, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction	**Develop** Confidently, maintain positive attitudes to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction	**Embed** Confidently, maintain a positive attitude to reading texts structured in different ways for a range of purposes i.e. poetry, fiction, non-fiction
	Assess As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.

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Fluency and phrasing:	**Consolidate from Year 4 and Continue** Learn and perform a wider range of poetry, sometimes by heart, demonstrating an understanding of intonation, tone, volume and action	**Practise** Learn and perform a wider range of poetry, sometimes by heart, demonstrating an understanding of intonation, tone, volume and action	**Practise** Learn and perform a wider range of poetry, mostly by heart, demonstrating an understanding of intonation, tone, volume and action	**Develop** Learn and perform a wider range of poetry, by heart, demonstrating an understanding of intonation, tone, volume and action	**Develop** Learn and perform a wider range of poetry, by heart, demonstrating an understanding of intonation, tone, volume and action	**Embed** Learn and perform a wider range of poetry, by heart, demonstrating an understanding of intonation, tone, volume and action
	Consolidate from Year 4 and Continue Begin to read aloud a wider range of age-appropriate texts with accuracy and at a reasonable speaking pace.	**Practise** Continue to read aloud a wider range of age-appropriate texts with accuracy and at a reasonable speaking pace.	**Practise** With increasing confidence read aloud a wider range of age-appropriate texts with accuracy and at a reasonable speaking pace.	**Develop** Confidently read aloud a wider range of age-appropriate texts with accuracy and at a reasonable speaking pace.	**Develop** Confidently read aloud a wider range of age-appropriate texts with accuracy and at a reasonable speaking pace.	**Embed** Confidently read aloud a wider range of age-appropriate texts with accuracy and at a reasonable speaking pace.
	Introduce With adult modelling, begin to notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.	**Practise** With support, notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.	**Practise** With some support, notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.	**Develop** With some confidence, notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.	**Develop** With increasing confidence, notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.	**Embed** Confidently and independently, notice more sophisticated punctuation e.g. punctuation for parenthesis, and use expression accordingly.
	Introduce Read silently and then discuss regularly what they have read.	**Practise** Read silently and then discuss regularly what they have read.	**Practise** Read silently and then discuss regularly what they have read. .	**Develop** Read silently and then discuss regularly what they have read. .	**Develop** Read silently and then discuss regularly what they have read.	**Embed** Read silently and then discuss regularly what they have read.
	Introduce With adult support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.	**Practise** With some support, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.	**Practise** With growing independence, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.	**Develop** With growing independence, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.	**Develop** Mostly independently, read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.	**Embed** Confidently and independently read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.
	To read 130+ words per minute.	**To read 140+ words per minute.**	**To read 140+ words per minute.**	**To read 140+ words per minute**.	**To read 140+ words per minute.**	**To read 150+ words per minute.**
	Assess As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.

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End Points which show Progression of knowledge, understanding and skills in Reading	Year Group 6					
	T1	T2	T3	T4	T5	T6
Decode / word-reading:	**Consolidate from Year 5 and Continue** Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. **Consolidate from Year 5 and Continue** Read many words from the 5-6 word list. **Assess** As per school's assessment policy.	**Practise** Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. **Practise** Read most words from the 5-6 word list. **Assess** As per school's assessment policy.	**Practise** Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. **Practise** Read most words from the 5-6 word list. **Assess** As per school's assessment policy.	**Develop** Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. **Develop** Read most words from the 5-6 word list. **Assess** As per school's assessment policy.	**Develop** Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. **Develop** Read all of the words from the 5-6 word list. **Assess** As per school's assessment policy.	**Embed** Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet. **Embed** Read all words from the 5-6 word list. **Assess** As per school's assessment policy.

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Comprehend, locate and retrieve:	**Consolidate from Year 5 and Continue** Demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.	**Practise** With increasing confidence, demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.	**Practise** Confidently demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.	**Develop** Confidently demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.	**Develop** Independently and confidently demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.	**Embed** Independently demonstrate an increasing familiarity with a range of texts including classic literature, poetry and stories from different cultures.
	Consolidate from Year 5 and Continue With support, continue to distinguish between statements of fact and opinion in whole-class reading texts.	**Practise** With less support, continue to distinguish between statements of fact and opinion in whole-class reading texts.	**Practise** With some independence, distinguish between statements of fact and opinion.	**Develop** With growing confidence, distinguish between statements of fact and opinion.	**Develop** Independently distinguish between statements of fact and opinion.	**Embed** Independently distinguish between statements of fact and opinion.
	Consolidate from Year 5, and Continue Retrieve, record and present information from non-fiction.	**Practise and Introduce** Retrieve, record and present information from non-fiction. With adult modelling, begin to retrieve and record information across the curriculum to support other areas of learning. e.g. note-taking in a history lesson.	**Practise** Retrieve, record and present information from non-fiction. With adult support, retrieve and record information across the curriculum to support other areas of learning. e.g. note-taking in a history lesson.	**Develop** Retrieve, record and present information from non-fiction. With growing independence, retrieve and record information across the curriculum to support other areas of learning. e.g. note-taking in a history lesson.	**Develop** Retrieve, record and present information from non-fiction. With growing independence, retrieve and record information across the curriculum to support other areas of learning. e.g. note-taking in a history lesson.	**Embed** Independently retrieve, record and present information from non-fiction. Without prompting, retrieve and record information to aid learning in all areas of the curriculum.

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	Consolidate from Year 5 and Continue With adult modelling, find accurate quotations from a whole text. **Introduce** With adult modelling, summarise key details to support opinions and predictions. **Consolidate from Year 5 and Continue** Independently skim or scan a whole text first to select which paragraph, or section of text, an answer may be located in and then use the text to support their answers. **Consolidate from Year 5 and Continue** Mostly independently, identify and discuss themes and conventions in, and across, a wide range of writing. **Assess** As per school's assessment policy.	**Practise** With support, find accurate quotations from whole texts. **Practise** With support, summarise key details to support opinions and predictions. **Practise** With support, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. **Practise** With support, identify and discuss themes and conventions of increasing difficulty in, and across, a wide range of writing. **Assess** As per school's assessment policy.	**Practise** With some support, routinely find accurate quotations from whole texts. **Practise** With some support, summarise key details to support opinions and predictions. **Practise** With some confidence, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. **Practise** With support, identify and discuss themes and conventions of increasing difficulty in, and across, a wide range of writing. **Assess** As per school's assessment policy.	**Develop** With some confidence, routinely find accurate quotations from whole texts. **Develop** With increasing confidence, summarise key details to support opinions and predictions. **Develop** With increasing confidence, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. **Develop** With increasing independence, identify and discuss themes and conventions of increasing difficulty in, and across, a wide range of writing. **Assess** As per school's assessment policy.	**Develop** Confidently, routinely find accurate quotations from whole texts. **Develop** Confidently, summarise key details to support opinions and predictions. **Develop** Confidently, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. **Develop** With increasing independence, identify and discuss themes and conventions of increasing difficulty in, and across, a wide range of writing. **Assess** As per school's assessment policy.	**Embed** Independently, routinely find accurate quotations from whole texts. **Embed** Confidently, summarise key details to support opinions and predictions. **Embed** Independently, use skimming, scanning and text-marking to support answers to questions which require analysis e.g. of mood /setting /characters and to support own viewpoint. . **Embed** Mostly independently, identify and discuss themes and conventions of increasing difficulty in, and across, a wide range of writing. **Assess** As per school's assessment policy.

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Inferential understanding:	**Consolidate from Year 5, Revise and Continue** Independently draw inferences often justifying with textual evidence. Draw inferences around characters' feelings, thoughts and motives from their actions, and justifying these with evidence.	**Practise** Independently draw hidden inferences, justifying with textual evidence. **Introduce** With adult modelling and support, find quotations from the text to support as evidence.	**Practise** With some confidence, draw hidden inferences, justifying with textual evidence. Mostly independently, find quotations from the text to support as evidence.	**Develop** With increasing confidence, draw hidden inferences, justifying with textual evidence. Independently, find quotations from the text to support as evidence.	**Develop** With confidence, draw hidden inferences, justifying with textual evidence. Independently, find quotations from the text to support as evidence.	**Embed** With confidence, draw hidden inferences, justifying with textual evidence. Confidently and independently, find quotations from the text to support as evidence.
	Consolidate from Year 5 and Continue With adult support, make credible predictions about what might happen, and what may have come before, from details stated and implied.	**Practise** With increasing confidence and independence, make credible predictions about what might happen, and what may have come before, from details stated and implied.	**Practise** Confidently and independently make credible predictions about what might happen, and what may have come before, from details stated and implied.	**Develop** Confidently and independently make credible predictions about what might happen, and what may have come before, from details stated and implied.	**Develop** Confidently and independently make credible predictions about what might happen, and what may have come before, from details stated and implied.	**Embed** Confidently and independently make credible predictions about what might happen, and what may have come before, from details stated and implied.
	Consolidate from Year 5, and Continue Confidently and independently summarise main ideas of a text both orally and in writing. Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	**Introduce and Practise** With support, summarise main ideas across a whole text and note developments e.g. changes to a character or a relationship.	**Practise** With some confidence and independence, summarise main ideas across a whole text and note developments e.g. changes to a character or a relationship.	**Develop** With growing confidence and independence, summarise main ideas across a whole text and note developments e.g. changes to a character or a relationship.	**Develop** With growing confidence and independence, summarise main ideas across a whole text and note developments e.g. changes to a character or a relationship.	**Embed** Independently and confidently, summarise main ideas across a whole text and note developments e.g. changes to a character or a relationship.
	Consolidate from Year 5, and Continue Confidently, make comparisons within and across texts. **Introduce** With adult modelling, use evaluative skills.	**Practise** With some support, start to make comparisons within and across texts, using evaluative skills.	**Practise** With some confidence, be able to make comparisons within and across texts, using evaluative skills.	**Develop** With increasing confidence continue to make comparisons within and across texts, using evaluative skills.	**Develop** Confidently and independently, be able to make comparisons within and across texts, using evaluative skills.	**Embed** Independently, make comparisons within and across texts, using evaluative skills.
	Assess As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.	**Assess** As per school's assessment policy.

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Respond to text:	**Consolidate from Year 5, and Continue** Continue to participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas **Introduce** begin challenging others' views courteously.	**Practise** Continue to participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas. Challenge others' views courteously.	**Practise** With some confidence, participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas. Challenge others' views courteously.	**Develop** With growing confidence, participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas. Challenge others' views courteously.	**Develop** With confidence, participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas. Challenge others' views courteously.	**Embed** With continued confidence, participate in discussions about books that are read to them and those they read independently, building on their own and others' ideas. Challenge others' views courteously.
	Consolidate from Year 5 and Continue With support, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader e.g How does this text make you feel? Which word or which part does this? Which part do you prefer? Can you explain why? How does the way this is set out on the page help us to find information?	**Practise** With less support, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.	**Practise** With some confidence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.	**Develop** With some confidence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.	**Develop** With growing independence, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.	**Embed** Confidently, discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader.
	Introduce With adult support, identify and talk about figurative language and its impact – similes, metaphors, personification and onomatopoeia.	**Practise** With some support identify and talk about figurative language and its impact – similes, metaphors, personification, onomatopoeia.	**Practise** With some support identify and talk about figurative language and its impact – similes, metaphors, personification, onomatopoeia and hyperboles.	**Develop** With growing independence, identify and talk about figurative language and its impact – similes, metaphors, personification, onomatopoeia and hyperboles.	**Develop** With growing confidence, identify and talk about figurative language and its impact – similes, metaphors, personification, onomatopoeia and hyperboles.	**Embed** Confidently, identify and talk about figurative language and its impact – similes, metaphors, personification, onomatopoeia and hyperboles.

	Introduce With adult modelling, work out the nuanced meanings of words and phrases in context. For example, 'What is meant by resilience in this extract?' **Assess** As per school's assessment policy.	**Practise** With some support, work out the nuanced meanings of words and phrases in context. For example, 'Why do you think the word 'wait' has been used so often in this poem?' **Assess** As per school's assessment policy.	**Practise** With some confidence, work out the nuanced meanings of words and phrases in context. For example, why is the rope described as "a lifeline"? **Assess** As per school's assessment policy.	**Develop** With increasing confidence, work out the nuanced meanings of words and phrases in context. For example, Find and copy a phrase that shows the narrator's viewpoint. **Assess** As per school's assessment policy.	**Develop** Confidently and independently, work out the nuanced meanings of words and phrases in context. For example, why does the description of the Old Mistress as 'slight' contradict with her actions towards Nathaniel? **Assess** As per school's assessment policy.	**Embed** Independently, work out the nuanced meanings of words and phrases in context. Find and copy a simile used to describe how Michelle looked at her face in the mirror. **Assess** As per school's assessment policy.
Fluency and phrasing: 150-200+	**Consolidate from Year 5, Revise and Continue** Read age-appropriate texts with some fluency. **Consolidate from Year 5 and Continue** With support, recite a wider range of poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	**Practise** Read age-appropriate texts with developing fluency. **Practise** With less support, recite a wider range of poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	**Practise** Read age-appropriate texts with developing fluency. **Practise** With some confidence, recite a wider range of poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	**Develop** Read age-appropriate texts with fluency. **Develop** With growing confidence, recite a wider range of poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	**Develop** Read age-appropriate texts with fluency. **Develop** With growing confidence, recite a wider range of poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.	**Embed** Read age-appropriate texts with fluency. **Embed** Confidently, recite poetry by heart showing understanding through intonation, tone and volume so that the meaning is clear to the audience.

	Consolidate from Year 5, and Continue With support, notice and respond to punctuation and phrasing when reading aloud. **To read 140+ words per minute.** **Assess** As per school's assessment policy.	**Practise** With some support, notice and respond to punctuation and phrasing when reading aloud. **To read 140+ words per minute.** **Assess** As per school's assessment policy.	**Practise** With some confidence, notice and respond to punctuation and phrasing when reading aloud. **To read 150+ words per minute.** **Assess** As per school's assessment policy.	**Develop** With increasing confidence, notice and respond to punctuation and phrasing when reading aloud. **To read 150-200 words per minute.** **Assess** As per school's assessment policy.	**Develop** Confidently, notice and respond to punctuation and phrasing when reading aloud. **To read 150-200 words per minute.** **Assess** As per school's assessment policy.	**Embed** Confidently, notice and respond to punctuation and phrasing when reading aloud. **To read 150-200 words per minute.** **Assess** As per school's assessment policy.