

Hill West Primary School

Progressive Learning Journey for Reading



	Word Reading	Comprehension
Y e a r 1	<ul style="list-style-type: none"> • I can apply phonic knowledge as the route to decode words. • I am beginning to use chunking/ syllables to sound out longer words • I can recognise and read words containing all Phase 3 graphemes. • I can recognise and read words containing all Phase 4 blends. • I can recognise and read words containing all Phase 5a graphemes. • I can recognise and read words containing all Phase 5b graphemes. • I can blend sounds in unfamiliar words. • I can read all the Year 1 common exception words. • I can recognise high frequency words and common exception words in different texts. • I am beginning to read in phrases. • I am beginning to read words with 2 or more syllables. • I am beginning to recognise compound words containing digraphs (farmyard). • I can accurately read words containing Grapheme-phoneme correspondences and with endings –s, –es, –ing, –ed, –er and –est • I can read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s) • I can spot when I have a decoding error • I am beginning to self- correct when I know the word is not accurate • I can read aloud from a suitable book. • I am beginning to read words fluently up to 90 words per minute. 	<ul style="list-style-type: none"> • I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. • I can retell key stories, fairy stories and traditional tales and can discuss their individual characteristics. • I can recognise and join in with well-known phrases. • I can recite some rhymes and poems by heart. • I can recognise when a text doesn't make sense to me. • I am beginning to understand different repair strategies available to me when I don't understand words in a text (e.g reading around the word and visualising). • I can link what I read (or listen to) to my own experiences. • I can understand what I read and listen to by using background knowledge I am given. • I can make predictions about what might happen based on what has been read so far. • I can discuss the significance of the title and events. • I have an awareness of meaning of simple text features, e.g. font style, labels, titles, speech bubbles. • I can participate in discussions about what is read to me, taking in turns and listening to what others say. • I can clearly explain my understanding of what has been read to me. • I am beginning to visualise when I listen to a text and can draw a picture of what I can see in my mind. • I can look back and find easy answers about a text that I have listened to.  • I can use clues about a text that I have been read to find answers (infer).  • I can independently use picture clues to help to describe what is happening in the story. • I have completed Reading Eggspress up to lesson 20. • I am beginning to identify VIP words in a text.  • I have completed a reading survey to begin to identify myself as a reader.

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Y e a r 2	<ul style="list-style-type: none"> • I can read accurately most words of two or more syllables without mistakes. • I can read words containing common suffixes. • I can use chunking/ syllables to help me sound out longer words. • I can identify decoding errors and repeat/self-correct. • I can read in phrases. • I am beginning to read with an appropriate pace. • I can read most Year 2 common exception words. • I can read most words accurately and fluently without overt sounding and blending. • I can sound out most unfamiliar words accurately, without due hesitation. • I can re-read books to develop my fluency and confidence in word reading. • I can take note of punctuation such as speech marks and exclamation marks when reading. • I can read words accurately and fluently at over 90 words per minute. 	<ul style="list-style-type: none"> • I can listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • I can discuss the sequence of events in books and how items of information are related to each other. • I am becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • I can identify features of information books, story books, newspapers. • I can use a glossary/Index to find out what a word means from within a non-fiction book. • I can recognise simple recurring literary language in stories and poetry discussing and clarifying the meanings of words. • I can participate in discussion about books, poems and other works that are read to me and that I can read for myself, taking turns and listening to what others say. • I am continuing to build up a repertoire of poems learned by heart, reciting some, with appropriate intonation to make the meaning clear. • I understand the books I read and am read by drawing on what I already know or on background information. • I can make basic inferences based on what is being said and done. 🔍 • I can ask and answer questions about the text I am reading (in the moment and after the text). • I can make plausible predictions about what might happen on the basis of what has been read so far. • I can explain what has happened so far in what I have read. 🧩 • I can make links between the book I am reading and other books I have read. • I have completed Reading Eggspress up to lesson 60. • I can explain and discuss my understanding of books, poems and other material that I read and have listened to. • I can visualise what I am reading (being read) and I can describe/ draw what I am visualising. • I can identify when I have a meaning breakdown in a text. • I can discuss what breakdown strategies I could use when I have a meaning breakdown in a text. • I can apply different breakdown strategies with support when I am reading a text. • I can re-read the text around a word to try and work out its meaning. • I can identify VIP words and phrases in a text and I am beginning to link these to make meaning. 🧩 • I can look back and find easy answers about a text that I have listened to. 👁 • I can use clues about a text that I have been read to find answers (infer). 🔍 • I have completed a reading survey to begin to identify myself as a reader. • I can use simple background knowledge to help me understand a text.

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Y e a r 3	<ul style="list-style-type: none"> • I can apply my knowledge of root words, prefixes and suffixes such as un, dis, mis, ation, ly, ous. • I can read further common exception words, noting unusual correspondences between spelling and sound. • I can use a range of strategies, mostly effectively to read with fluency, understanding and expression. • I am beginning to use intonation when reading aloud. • I can use chunking/ syllables to help me sound out longer words. • I can identify decoding errors and self-correct. • I can read in phrases. • I can read at an appropriate pace. 	<ul style="list-style-type: none"> • I can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • I can read books that are structured in different ways and reading for a range of purposes. • I can use dictionaries to check the meaning of words that I have read. • I have read/ listened to a wide range of books, including fairy stories, myths and legends and I can retell some of these orally. • I can read poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. • I can identify words and phrases that capture the reader's interest and imagination recognising some different forms of poetry.  • I can ask questions to improve my understanding of a text (in the moment and after the text). • I can identify the main ideas drawn from more than one paragraph and summarise them. • I can retrieve and recall information from non-fiction texts.  • I can infer information about the feelings, thoughts and motives of characters from what I am reading.  • I can identify the main purpose of the text e.g. the writer doesn't like violence.  • I can recognise some features of the context of texts, e.g. historical setting, social or cultural background. • I can predict what might happen from details stated. • I have completed Reading Eggspress up to lesson 100. • I can visualise what I am reading (being read) and I can describe what I am visualising. • I can identify when I have a meaning breakdown in a text. • I can discuss what breakdown strategies I could use when I have a meaning breakdown in a text. • I can independently apply different breakdown strategies when I am reading a text. • I can identify VIP words and phrases in a text and can link these to make meaning.  • I can look back and find easy answers about a text that I have read.  • I can use clues about a text that I have been read to find answers (infer).  • I am beginning to identify what is in a writer's toolkit (e.g. slogans, titles, bullet points)  • I can identify some basic features of the writer's use of language e.g. 'there are lots of adjectives' or 'he uses speech marks to show there are lots of people there.'  • I can give a personal, engaged response to a text. • I can use background knowledge to help me to understand a text. • I have completed a reading survey to begin to identify myself as a reader.

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<p>Y e a r 4</p>	<ul style="list-style-type: none"> • I can apply my knowledge of root words, prefixes and suffixes. • I can read further exception words, noting the unusual correspondences between spelling and sound. • I can return to words if they are unfamiliar or if I know that I have pronounced them incorrectly. • I can check that the text makes sense, and can discuss my understanding and explain the meaning of words in context. • I can continue to read suitable texts with fluency, understanding and expression. • I can confidently use intonation when reading aloud and when using punctuation. • I can read at an appropriate pace. 	<ul style="list-style-type: none"> • I can discuss a wide range of fiction, poetry, plays, non-fiction and reference books or texts books. • I can read books that are structured in different ways and read for a range of purposes. • I can identify themes and conventions in a wide range of books. • I can retell different stories orally. • I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • I can recognise different forms of poetry, (e.g free verse and narrative poetry) . • I can discuss words and phrases that capture the reader’s interest and imagination. • I can ask and answer questions to improve my understanding of a text (in the moment and after the text). • I can draw inferences such as inferring characters’ feelings, thought and motives from their actions, justifying inferences with evidence from the text. 🔍 • I can use evidence to justify my predictions of what might happen from details which are stated and implied. • I can identify the main ideas drawn from more than one paragraph and summarise these. 📌 • I can use scanning and skimming to find information and work out the gist of a text. 📌 • I can identify how language, structure, and presentation contribute to meaning. ✍️ ✂️ • I can make comments about the writer’s choices and viewpoint. ✍️ • I can comment on the overall effect on the reader, using words and quotes from the text. • I have completed Reading Eggspress up to lesson 140. • I can visualise what I am reading and I can describe this in detail. • I can identify what is in a writer’s toolkit (e.g. slogans, titles, bullet points). ✂️ ✂️ • I can explain the purpose of the tools in a writer’s toolkit. ✂️ ✂️ • I can check that a text makes sense to me, discussing my understanding and explaining the meaning of words in context. • I can identify a range of strategies that I can use when I have a meaning breakdown in a text. • I can independently choose and apply a suitable breakdown strategy when I find a word in a text that I don’t understand. • I can give a personal, engaged response to a text and can take turns to listen to the opinions of others. • I can identify VIP words and phrases in a text and can link these to make meaning. 📌 • I can look back and find easy answers about a text that I have read. 👁️ • I can use clues about a text that I have been read to find answers (infer). 🔍 • I have completed a reading survey to begin to identify myself as a reader. • I can use background knowledge to help me understand a text.

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Comprehension

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- I can read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- I have increased familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions and can talk about them when questioned.
- I can recommend books that I have read to my peers, giving reasons for my choices.
- I can retrieve, record and present information from non-fiction. 
- I can make comparisons within and across books.
- I can identify themes and conventions in and across a range of writing.
- I can learn a wider range of poetry by heart.
- I can prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
- I can ask questions to improve my understanding of what I have read (in the moment and after the text).
- I can predict with detail, what might happen from details stated and implied.
- I can check that a book makes sense to me by discussing my understanding and exploring the meaning of words in context.
- I can choose and apply an appropriate breakdown strategy when I encounter a meaning breakdown in a text.
- I can summarise the main ideas drawn from more than one paragraph, identifying how language, structure and presentation contribute to meaning.  
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 
- I can distinguish between statements of fact and opinion.
- I can make inferences based on evidence from different points in the text, *e.g. interpreting a character's motive from their actions at different points.* 
- I can think carefully before commenting so that my responses are supported by relevant textual reference or quotations.
- I can recognise various features of writer's use of language and explain them. 
- When completing a comprehension, I know if I need to add detail or answer with a single word or phrase.
- I can explain and discuss what I have read, through presentations and debates, giving a reasoned argument.
- I have completed Reading Eggspress up to lesson 180.
- I can explain why it is important to visualise when I read.
- I can answer simple questions about a text, giving evidence. 
- I can identify VIP words and phrases in a text and can link these to make meaning. 
- I can use clues about a text that I have read to find answers. 
- I can identify what is in a reader's toolkit and can explain the purpose of each tool. 
- I can discuss why a writer may have included specific vocabulary in a text. 
- I can give a personal, engaged response to a text and can take turns to listen to the opinions of others.
- I have completed a reading survey to begin to identify myself as a reader.
- I understand how background knowledge can help me understand a text.

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Comprehension

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- I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously.
- I can read books that are structured in different ways, reading for a range of purposes, with confidence and fluency.
- I can identify and discuss themes and conventions in and across a wide range of writing.
- I can make comparisons within and across books.
- I can read aloud with intonation that shows understanding.
- I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
- I can retrieve, record and present information from non-fiction.
- I can identify how language, structure and presentation contribute to meaning. ✎ ✕
- I can provide reasoned justifications for my views.
- The comments that I make develop explanation of inferred meanings drawing on evidence across the text. 🔍
- I can make comments on structural choices which show an awareness of author's craft.
- I can make comments to show an awareness of the effect of writer's language choices. ✎
- I can explain how the contexts in which texts are written and read contribute to meaning. ✕
- I can compare and contrast the styles of different authors and give examples. ✎
- I can recognise irony and its effect.
- I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. ✎
- I can answer simple questions about a text, giving evidence for my answer. 👁
- I can identify VIP words and phrases in a text and can link these to make meaning. ✕
- I can use clues about a text that I have read to find answers (infer). 🔍
- I can identify what is in a reader's toolkit and can explain the purpose of each tool. ✕
- I have completed a reading survey to begin to identify myself as a reader.
- I can explain why it is important to visualise when I read.
- I can choose and apply an appropriate breakdown strategy when I encounter a meaning breakdown in a text.
- I can give a personal, engaged response to a text and can take turns to listen to the opinions of others.
- I can explain how I use background knowledge to help me to understand a text.
- I have completed Reading Eggspress up to lesson 210.