

Reading– Key Stage One Progressive statements

Year Group	Word reading	Comprehension
Year 1	<p>I can use my phonic knowledge to decode words.</p> <p>I can quickly recognise 40+ phonemes (letters and groups of letters) including alternative sounds for graphemes.</p> <p>I can read accurately by blending sounds in unfamiliar words containing GPCs that I have been taught.</p> <p>I can read common exception words and notice unusual correspondences between spelling and sound when this happens in a word.</p> <p>I can read words containing known GPCs and –s, -es, -ing, -ed, -er and –est endings.</p> <p>I can read other words with more than one syllable that contain the GPCs I know.</p> <p>I can read words with contractions such as I'm, I'll, we'll and understand that the apostrophe represent the omitted letter(s).</p> <p>I can accurately read aloud books that are at the same level as my phonic knowledge.</p> <p>I can re-read these books to build my fluency and confidence in word reading.</p>	<p>I can listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which I can read independently.</p> <p>I can link what I read or hear to my own experiences.</p> <p>I can familiarise myself with key stories, fairy stories and traditional tales, retelling them and discussing their characteristics.</p> <p>I can recognise and join in with predictable phrases.</p> <p>I can learn to appreciate rhymes and poems and recite some by heart.</p> <p>I can discuss word meanings, linking new meanings to those I already know.</p> <p>I can understand the books I can already read accurately and fluently and those I listen to by drawing on what I already know or on background information and vocabulary provided by the teacher.</p> <p>I can check that the text makes sense to me as I read and correct any inaccurate reading.</p> <p>I can discuss the significance of the title and events.</p> <p>I can make inferences based on what is being said and done.</p> <p>I can predict what might happen based on what has happened so far.</p> <p>I can participate in discussions about what is read to me, taking turns and listening to what others have to say.</p> <p>I can explain clearly my understanding of what is read to me.</p>

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Year Group	Word reading	Comprehension
Year 2	<p>I am beginning to use my phonic knowledge to decode automatically so that my reading is fluent.</p> <p>I can read accurately by blending the sounds in words that contain the graphemes that I have been taught, especially recognising alternative sounds for graphemes.</p> <p>I can accurately read words with two or more syllables that contain the same graphemes as above.</p> <p>I can read words containing common suffixes.</p> <p>I can read more common exception words and notice unusual correspondences between spelling and sound and where these occur in the word.</p> <p>I can read most words that I have read a lot quickly and accurately, without having to sound out and blend.</p> <p>I can read aloud books that are at the same level as my phonic knowledge, sounding out unfamiliar words accurately and automatically without hesitation.</p> <p>I can re-read these books to build up my fluency and confidence in word reading.</p>	<p>I can listen to, discuss and express my views about a wide range of contemporary and classic poetry, stories and non-fiction at a higher level than I can read independently.</p> <p>I can discuss the sequence of events in books and how items of information are related.</p> <p>I can become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.</p> <p>I can discuss non-fiction books that are structured in different ways.</p> <p>I can recognise simple recurring literary language in stories and poetry.</p> <p>I can discuss and clarify the meanings of words, linking new meanings to vocabulary I already know.</p> <p>I can discuss my favourite words and phrases.</p> <p>I can carry on building up a range of poems that I have learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p> <p>I can draw on what I already know or on background information and vocabulary provided by the teacher in order to understand the books that I read or those that I listen to.</p> <p>I can check that the text makes sense to me as I read and correct inaccurate reading.</p> <p>I can make inferences based on what is being said and done I can answer and ask questions about what I am reading.</p> <p>I can predict what might happen on the basis of what has been read so far.</p> <p>I can participate in discussions about books, poems and other works that are read to me and those that they I read for myself, taking turns and listening to what others say.</p>

I can explain and discuss my understanding of books, poems and other material, both those that they listen to and those that they read for themselves.