

Burton Agnes Reading Progression

Word Reading							
Reception	Year 1 Expected	Year 2 Expected	Year 3 Expected	Year 4 Expected	Year 5 Expected	Year 6 Expected	Year 6 Exceeded
Apply phonic knowledge to the end of Phase 4 letters and sounds	Apply phonic knowledge up to phase 5 to decode words up to at least Orange Book Band	Decoding is automatic and reading is fluent up to at least White Book Band	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the words that they meet.	Apply their growing knowledge of root words, prefixes and suffixes ( morphology and etymology) both to read aloud and understand the meaning of new words that they meet	Apply their growing knowledge of root words, prefixes and suffixes ( morphology and etymology) both to read aloud and understand the meaning of new words that they meet	
To read all phase 4 HFW and tricky words	Read all HFW and tricky words in phase 5	To be able to read all GPC's and 300 common words(Also see NC appendix 1:Y2)	Read further exception words, noting the unusual				
	Read words containing suffixes: <b>-s    -ed</b> <b>-es   -er</b> <b>-ing   -est</b>	Read words containing suffixes: <b>-y    -en</b> <b>-ful   -ly</b> <b>-ment -ness</b>	Read root words with the suffixes: <b>-ly</b> ( <i>root word ending in -y, -le, -ally</i> ) <b>-ation</b>	Read root words with the suffix: <b>-ous</b>	Read root words with suffixes beginning with vowel letters to words ending in <b>-fer</b>		
	Read words with contractions and understand that the apostrophe represents the omitted letter(s)	To develop knowledge of spelling systems such as what happened when suffixes are added to words	Read root words with the prefixes: <b>Dis-</b> <b>Mis-</b> <b>In-/Il-/Im-/Ir-</b>	Read root words with the prefixes: <b>Re-</b> <b>Sub-</b> <b>Inter-</b> <b>Super-</b>	Read words ending in: <b>-cious /-tious</b> <b>-cial /-tial</b> <b>-ant/-ance/-ancy</b> <b>-ent/-ence/-ency</b> <b>-able /-ible</b>		

	Self-correct inaccurate reading within phase 5 texts		Self-correct inaccurate reading (Brown Book Band)	<b>Anti-Auto-</b> Self-correct inaccurate reading (Grey Book Band)	<b>-ably /-ibly</b> Self-correct inaccurate reading (Dark Blue Book Band)	Self-correct inaccurate reading (Dark Red Book Band)	
		Self-correct inaccurate reading within phase 6+ texts					

### Reading Comprehension

Recall the main events in a story using predictable phrases	Retell orally a story with a familiar setting, a fairy story and a traditional tale using the key characteristics of each genre	Retell orally at least 2 stories with a familiar setting, 2 fairy stories and 2 traditional tales using the key characteristics of each genre	Discuss and explain themes in all texts studied e.g. adventure story writing, poems which rhyme, instructions	Discuss the obvious themes /conventions of at least 3 different genres e.g. diary in the first person/ greeting in letters/change/ moving on	Discuss the themes /conventions of each genre studied e.g. autobiographies	On at least 2 occasions, discuss and explain the impact of a recurring theme within a text	On at least 3 occasions, discuss the impact of themes across more than 1 text e.g. loss or heroism
Answer simple questions about the text	Orally answer questions explaining how to find an answer	Begin to answer questions based on the text referring to a specific page	Find key words and phrases to locate-information and summarise the main points in a text	Take notes to summarise and condense the main points in a text	Summarise the main ideas from a text identifying key details that support the main ideas	Summarise the text using quotations to establish the main features	Summarise comparisons made between texts from notes made using quotations to back up an argument
Learn and recite at least 5 rhymes	Learn and recite at least 2 poems	Learn and recite at least 2 poems using appropriate expression and intonation to make the meaning clear	Prepare and perform at least 2 poems showing understanding through intonation, tone, volume and action	Learn and recite at least 2 examples from: Free verse Narrative poetry Classic Poetry Comment on language, including vocabulary and the meaning of words in	Learn and recite at least 2 examples from: Free verse Narrative poetry Classic Poetry Identify how language, structure and presentation contribute to the meaning in the	Learn and recite at least 2 examples from: Free verse Narrative poetry Classic Poetry Evaluate how poets use language, including figurative language, to maximise	Learn and recite at least 2 examples from: Free verse Narrative poetry Classic Poetry Compare and contrast the language, structure and presentation of at least 2 poems

				the different forms of poetry studied	different forms of poetry studied	the impact on the reader/listener	considering the poet's intention
Predict what a book may be about based on the cover	Predict what might happen on the basis of what has been read so far	Predict what might happen on the basis of what has been read so far and explain reasons why	Predict what might happen from details stated and implied	Explain the impact upon characters of e.g. a different ending /different account of the same event	Describe the author's point of view about a particular character, issue or theme within a story	Establish a viewpoint about e.g. how an author treats a character and suggest how the character might be treated differently	Identify the similarities and differences in the work of an author e.g. how old people are treated across at least 2 texts
Say how a character is feeling based on the pictures	Use inference to identify how a character is feeling	Use inference to suggest how a character might be feeling and explain why	Refer to the text to explain what a character is like	Describe what the author feels about a character and his/her situation	Use more than one example from the text to explain why a character does something	Discuss and explain why an author may vary action, dialogue and description to affect the perception of a character	Explain how the author uses his point of view to have an effect on the reader's opinion of a character or issue
Say if you like or dislike a story	Explain why you like or dislike a story	Use parts of a story to help say why you like or dislike it	Use parts of the text to give an opinion about something	Use evidence in the text to work out someone else's opinion of something	Evaluate a text and refer to relevant parts, using quotations to support an opinion	Use quotations from a text to explain differing opinions	Fully justify your opinion of at least 2 texts considering both positive and negative points
Discuss what the title might mean	Describe the time and setting of a story	Locate key words and phrases which describe the time and setting of a story	Describe some of the language features used by an author	Discuss why an author has used particular language features	Explain the author's intended impact on the reader when using particular language features	Discuss and explain why an author may vary their use of action, dialogue and description	Discuss how and where the author has used detail and sentence sequences to sustain the reader's interest
Say whether a text is fiction or non-fiction	Say what the purpose of a text is	Locate information in non-fiction books which are structured in different ways	Describe the way in which text and illustrations are organised in non-fiction texts	Discuss and explain reasons why a text is structured and organised in a particular way	Describe and discuss the structure of at least 2 non-fiction texts and make comparisons	Read and discuss information texts about the same topic and identify similarities and differences	Collect, compare and collate relevant information from a range of texts

