

Progression of Reading Skills at Bridge

Word Reading

FS2	Y1	Y2	Y3	Y4	Y5	Y6
I can orally blend and segment a word. I use my phonic knowledge to decode CVC words.	I use phonic knowledge to help me to decode words	I use phonic knowledge to decode new text from automatically and fluently	I use phonic knowledge to decode new text from automatically and fluently			
I <u>respond with</u> the correct sound for graphemes for at least 36 phonemes including alternative sounds for graphemes	I respond speedily with the correct sound for graphemes for all 40+ phonemes including alternative sounds for graphemes	I sound out new words quickly in my head including words with alternative phonemes for graphemes				
I sound out and read many words within my graphemic knowledge.	I read many words within my graphemic knowledge without needing to sound them out	I read most words except new or unfamiliar words without having to sound and blend out loud.				
I read exception / tricky words from phase 2 to phase 3 and spot unusual letter sound correspondences.	I read exception / tricky words from phase 2 to phase 5 and spot unusual letter sound correspondences.	I read a range of common exception / tricky words I say which part of the word is tricky	I read a wider range of common exception / tricky words	I read a wider range of common exception / tricky words and I can see what makes them tricky.		
	I read words containing graphemes I know that have endings -s, -es, - ing -ed, -ed, - er , and - est	I read words with common suffixes ed, ing , est , er , ful	I use my developing understanding about root words, prefixes and suffixes to help me to read aloud with increasing fluency and understanding.	I use what I know about root words, prefixes and suffixes to help me to read aloud with fluency, understanding and expression	I often apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.	I apply my knowledge of root words, prefixes and suffixes to help me to read fluently and understand the meaning of new words.
I am beginning to read words that have more than one syllable and am developing strategies to 'break them down'.	I read words with more than one syllable that contain graphemes I know	I read words of two or more syllables using a range of graphemes	I break words into syllables to decode unknown words speedily using good graphemic knowledge.	I break words into different sized chunks, including syllables, to decode unknown words	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>	<i>I break long polysyllabic words into syllables with speed and read across the entire word.</i>
	I recognise words with missing letters and understand the apostrophe shows there is a missing letter e.g. I'm, I'll, we'll	I read and understand words with missing letters e.g. I'm, I'll, we'll				

Wider decoding skills

FS2	Y1	Y2	Y3	Y4	Y5	Y6
<p>I understand how words come together to make captions and sentences.</p> <p>I am beginning to read captions and sentences with confidence and fluency.</p> <p>I re-read sentences if I have stopped to work out a word.</p>	<p>I am beginning to read as if I am talking</p> <p>I re-read sentences and books to build up fluency and confidence in word reading</p>	<p>I re-read books with fluency, expression and intonation</p>	<p>I read with developing fluency by seeing the words that go together in phrases in sentences by being able to scan ahead.</p>	<p>I read with developing fluency by seeing the words that go together in phrases in sentences <u>and scan</u> ahead while reading to see what is coming.</p>	<p><i>I read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest</i></p>	<p><i>I read fluently with intonation and expression, pauses, pace and emphasis to interest and entertain the audience.</i></p>
<p>I check that what I say matches the expected letters and graphemes across the word (within my graphemic knowledge).</p>	<p>I check that what I say matches the expected letters and graphemes across the word.</p> <p>I use pictures to check my decoding is correct and try to correct myself when it doesn't.</p> <p>I repeat words or phrases to check / confirm or problem - solve</p>	<p>I check that the text makes sense to me as I read, thinking does it look right and make sense and I correct my mistakes.</p> <p>I notice when a small mistake I make doesn't fit with the meaning.</p>	<p>I notice mistakes I make in my reading using meaning, language structures and visual information and correct myself as a result</p>	<p>I notice mistakes I make in my reading and correct them because the text doesn't make sense using meaning, language structure and visual information</p>	<p><i>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</i></p> <p><i>I use a wider range of breakdown strategies to do this.</i></p>	<p><i>I notice mistakes in my reading when reading higher level texts and correct them because the text doesn't make sense.</i></p> <p><i>I use a range of breakdown strategies to do this.</i></p>
<p>I look at label and pictures to scan for information</p>	<p>I scan labels and pictures to find something / information I need.</p> <p>I <u>locate pages</u> / sections of interest.</p>	<p>I scan the information in the classroom to find what I need.</p> <p>I scan text to find answers to questions or specific words.</p>	<p>I scan text to find key words and phrases and retrieve information.</p>	<p><i>I scan text to find key words and phrases.</i></p> <p>I am <u>starting to</u> skim read in order to get a sense for a piece of text.</p>	<p>I scan text to find key words and phrases.</p> <p>I am developing my skim reading skills and can piece information together to give the gist of a paragraph.</p>	<p><i>I scan text quickly to find key words and phrases and skim read text to get the gist of a passage.</i></p>
<p>I am beginning to self-correct when I am reading.</p>	<p>I try to correct myself "on the run"</p>	<p>I re-read sentences from the beginning if I stopped to decode a difficult word</p>	<p>I re-read sentences from the beginning if I stop to decode a difficult word to maintain the sense and my understanding of it</p>	<p>I re-read sentences from the beginning if I stopped to decode a difficult word to maintain fluency, sense and understanding.</p>	<p><i>I know that I sometimes need to reread text carefully to understand it fully.</i></p>	<p><i>I reread text carefully to understand it fully.</i></p>
		<p>I am developing my skills to read quietly to myself.</p> <p>I know that to read in my head I need to hear a voice in my head.</p>	<p>I read silently some of the time and am developing better pace in reading.</p> <p>I am beginning to sustain interest in longer texts, returning to them easily after a break</p>	<p>I can read in my head</p>	<p><i>I read longer texts with increasing pace and stamina in my head.</i></p>	<p>I read effectively in my head with pace and stamina</p>

Grammar for Reading

FS2	Y1	Y2	Y3	Y4	Y5	Y6
I show awareness of capital letters and full stop.	I show awareness of a range of punctuation marks.	I use punctuation to help me to read with expression and to keep track of information in longer sentences.	I use the range of punctuation accurately at the end of the sentence and commas within sentences to help to read with expression and understanding	I use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding. I can scan ahead to spot punctuation that I am coming to.	<i>I understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to help to understand this.</i>	<i>I read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to help me and others to understand.</i>
		I can track simple pronouns to help me to understand text.	I understand clearly the common pronoun references.	I can track pronouns in reading to help me to understand the text.	<i>I can work out the references to characters and <u>places in</u> a text using a range of pronouns, determiners and alternative noun references</i>	<i>I can work out the references to characters, places and specific events in text using a range of pronouns, determiners and alternative noun references.</i>
		I understand the information in expanded noun phrases and use this to help me to understand.	I can identify simple expanded noun phrases within a text and I am starting to use this to add detail to the picture in my head.	I can identify expanded noun phrases within a text and I can use this to add detail to the picture in my head.	I can identify more complex noun phrases within a text and I can use this to add detail to the picture in my head.	I can identify complex noun phrases within a text and I use this information to make inferences and deductions about the noun.
					<i>I can identify different conjunctions and I am starting to understand the impact they have on my understanding of the text.</i>	<i>I understand and can explain what different conjunctions mean and how they impact on my understanding of the text.</i>

Reading comprehension strategies

FS2	Y1	Y2	Y3	Y4	Y5	Y6
I use the pictures to help me to understand what a word means.	I talk about word meanings and I link new meanings to these I can use pictures to help me to understand what a word means as opposed to using pictures to help to read words.	I talk about and clarify the meanings of words, linking new meanings to what I already know If I don't know the meaning of a word, I read the whole sentence to try to work it out. I can think of alternative words for specific words in the text.	I use my developing knowledge about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. I explain the meaning of words in context I identify and ask about words I don't understand.	I use what I know about root words, prefixes and suffixes to help me to understand the meaning of new vocabulary. I can replace a word with a different word to help me to understand it. If I don't understand a word, I read the sentences around it to help me. I explain the meaning of words in context I ask about the meanings of words I don't understand I use dictionaries to check the meaning of words I have read.	I explore the meaning of words in context and I ask about the meanings of words I don't understand. I try to use a range of strategies to use to help me understand a word I don't understand including root words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference.	I explore the meaning of words in context and I ask about the meanings of words I don't understand I use a range of strategies to use to help me understand a word I don't understand including root words / prefixes / suffixes / background knowledge / understanding the context of the text / visualisation / inference.
I understand that I might not understand a word or things might not make sense when I read.	I recognise when I don't understand a word. I check the sentence makes sense to me as I read and I self-correct when I make mistakes.	I recognise when I don't understand a word. I check that each sentence makes sense to me.	I identify and ask about words I don't understand. I check the text makes sense to me	I check the text makes sense to me	I check books make sense to me and can talk about my understanding of significant ideas, events and characters.	I monitor my reading for sense and can talk in detail about my understanding including giving the gist.
I understand what I read and retell at least three key events.	I understand what I read and can retell it in sequence	I recall specific information from my reading or look back at the text to find information	I identify main ideas taken from a paragraph and summarise these	I identify main ideas taken from more than one paragraph and summarise these in own words	I summarise the key points of a paragraph and the main ideas drawn from more than one paragraph	I summarise succinctly the key point of a paragraph
		I discuss the sequence of events in books and how information is related	I can retell the gist of what I have read in my own words	I can retell the gist of what I have read in my own words, showing understanding of inferences	I can give the gist of what I have read in my own words including what I have inferred	I summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
I am beginning to make pictures in my head when someone reads to me.	I can make simple pictures in my head as I move beyond reading picture books	I can make simple pictures in my head as I move beyond reading picture books	I can picture characters, settings and events to help me understand a text.	I can visualise based on noun phrases, verbs and adjectives to build a moving picture.	I can use a range of grammatical information in a text to create a picture in my head accurately	I can visualise a text based on using the full range of word classes and the figurative language
I use story maps and sequence pictures to help me visualise the story.	I understand the link between key words in texts and what they represent.	I can visualise settings and characters and recognise when they change. With support, I recognise when the picture in my head may be wrong.	I recognise when the picture in my head may be wrong.	I can picture characters, settings and events to help me understand a text I recognise when the picture in my head may be wrong.	I recognise that my ideas and visualised images can and do change during the course of reading and I am able to change my mind if I have made a mistake.	I recognise that my ideas and visualised images can and do change during the course of reading and I am able to change my mind if I have made a mistake.
I predict what might happen next using the pictures clues to help.	I predict what might happen based on the front cover and on some pictures.	I predict what might happen on the basis of what I have read so far	I predict what might happen from details that are stated and implied	I make sensible predictions about what might happen from details that are stated and implied and change my	I make sensible predictions about what might happen from details that are stated and implied and can justify my	I predict what might happen from details stated and implied and can justify my predictions by reference to

				predictions in the light of new information.	prediction by referring to the story	both the text and my background knowledge.
I can make comments linking stories to my own experiences.	I am beginning to link what I read or hear read to my own experiences	I know I need to use knowledge I already have to help me to understand text.	I use my background knowledge from what I know or have read about to help me to understand.	I use past experiences, what I have previously read and what I know about to support my understanding	I use background knowledge to help me to understand all aspects of a text	I can relate a text to my background knowledge and use this to empathise with characters' thoughts and feelings.
I make comments, ask questions and answer who, what, why and how questions about what I hear or read.	I answer questions about what I read.	I answer and ask questions about what I read	I ask questions and wonder to improve my understanding of a text	I ask questions and wonder to improve my understanding of a text	I ask questions (<i>and wander</i>) <u>to</u> improve my understanding.	I ask questions (<i>and wander</i>) <u>to</u> improve my understanding <i>actively looking for answers to these</i>
<u>I know</u> some simple difference between non-fiction and fiction.	I know some simple differences between non-fiction and fiction.	I know how non-fiction text is presented differently to fiction text.	I know how non-fiction text is presented differently to fiction text.	I identify how language, structure and presentation contribute to meaning and can recognise the different features of non-fiction text types.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.	I understand how the language, structure and presentation contribute to meaning and that these features vary depending on the audience and purpose of a text.
I can make simple inferences about pictures and text that is read to me.	I make simple inferences on the basis of what is being done.	I make simple inferences on the basis of what is being said and done	I make inferences such as inferring characters' feelings and thoughts from their actions or from what they say.	I find evidence from the text to help me to support inferences. I make inferences such as inferring characters' feelings, thoughts and motives from their actions	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and I can sometimes find evidence to support this.	I make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence.
		I can <u>say the</u> information in a sentence in my own words using my working memory.	I make simple connections within a text between one sentence and the next	I make connections across different sentences I read and say them back in my own words using working memory.	<i>I connect the information that I read within paragraphs, across texts and to other books</i>	<i>I make comparisons within and across books commenting on similarities and differences.</i>

Response to text

FS2	Y1	Y2	Y3	Y4	Y5	Y6
I enjoy listening to a range of stories, poem and non-fiction text. I am starting to talk about what I hear.	I listen to and discuss a wide range of poems, stories and non-fiction	I listen to and can talk about different poetry, stories and information text including what I like and don't like	I listen to and can discuss a range of fiction, poetry, non-fiction and plays and make recommendations to others.	I listen to and can discuss a wide range of fiction, poetry, non-fiction and plays and make recommendations to others.	I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, beginning to use this to influence my further reading and that of others.	I read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction building on my own and others' ideas, using this to influence my further reading and that of others.
I am familiar with key stories and traditional tales and I can retell them using puppets, props and pictures.	I am becoming very familiar with key <u>stories</u> , fairy stories and traditional tales and I can retell them.	I understand what I read in books and can comment <u>on</u> <u>characters</u> and events	I understand what I read in books and can discuss this including expressing opinions about what I have read.	I understand what I read in books and can discuss this, expressing opinions and giving evidence for this.	I sometimes give reasoned justifications for my views based on evidence from the text.	I give reasoned justifications for my views based on precise evidence from the text including quotations.
			I am beginning to find evidence from the text to help me to show my understanding	I can find evidence from the text to help me to show my understanding	I can use evidence to explain or justify my understanding.	I can use a range of evidence to explain or justify my understanding.
I know some simple difference between <u>non-fiction</u> and fiction. I can identify features of simple non-fiction- e.g. title and content page, front cover.	I know some differences between fiction and non-fiction. I can identify features of simple non-fiction. (font styles, labels, titles, captions)	<u>I talk</u> about how non-fiction books are structured e.g. contents, index, glossary, titles, sub title	I find and record information from non-fiction texts I use the different organisational features in non-fiction texts to help me navigate my way around a page.	I find and record information from non-fiction texts and use the different organisational features to help me navigate my way around a page efficiently.	I can find, record and present information from non-fiction texts I am beginning to understand the difference between fact and opinion I navigate different types of non-fiction in different ways.	I find, record and present information from non-fiction texts efficiently. I know the difference between fact and opinion <i>and can identify this in a text</i>
I know stories have a beginning, middle and end.	I identify simple features of structure in stories and poems.	I identify structural features of some stories and poems.	I recognise different forms of poetry and stories	I recognise different forms of poetry and stories.	I read and understand fictional texts (paper based and digital) that are structured in different ways and read for a range of purposes and can explain the main purpose of these.	I read and understand fictional texts (paper based and digital) that are structured in different ways and can explain the main purpose of these
I make comments on what I hear and see when sharing a book with an adult, which shows my understanding	I can explain clearly what I understand when someone reads to me.	I explain and discuss my understanding of books, poems and other writing that I read for myself. I identify parts of the text that make me respond in different ways and link this to other texts	I identify themes from a given range in stories, poems and books.	I identify themes, structures and some purposes in a wide range of books.	I identify and discuss themes and conventions in a range of writing.	I know that texts have a range of themes and can identify prominent and lesser themes and can make connections between these and others I have read.
I recognise rhyming words in stories and join in with repeated refrains in familiar tales.	I identify simple features of language in key stories and poems	I recognise simple recurring literary language in stories and poems I talk about my favourite words and phrases and identify familiar patterns in language	I identify and discuss words and phrases that make the reader interested.	<i>I am beginning to understand why authors have chosen particular words and phrases over alternative options.</i>	<i>I understand why authors have chosen particular words and phrases over alternative options.</i>	I comment on how and why a writer has used certain language, including figurative language (e.g. simile, metaphor, personification) <i>and the effect this has on the reader.</i>
I enjoy listening to stories, poems and rhymes. I can	I am learning to appreciate stories, rhymes and poems	I know and can recite stories and poems with appropriate	I read aloud and perform poems and play scripts	I read aloud and perform poems and play scripts	I read, recite and performs poems and plays, showing	I read, recite and perform poems and plays showing

recite simple poems and rhymes by heart.	and I can recite some by heart.	intonation to make the meaning clear.	showing my understanding through intonation, volume and actions.	showing my understanding through intonation, tone, volume and actions.	understanding through intonation, tone and volume so that the meaning is clear to an audience.	understanding through intonation, tone and volume so that prompt an emotional response from the audience.
I talk about what I like and don't like in stories and texts	I talk about what I like and don't like in stories and texts and am developing knowledge of favourite titles and authors.	I talk about what I like and don't like in stories and texts and am can talk about favourite titles and authors.	I am beginning to develop knowledge of more authors and books and can identify favourites and why.	<u>I have</u> knowledge of more authors and books and can identify favourite genres and why.	I know what types of books and authors I enjoy but also challenge myself to read a wider range of genres.	I discuss preferences confidently about different texts and genres and can explain my preferences.

Reference materials;

Progression in Reading Map; Jo Puttick, Parks Primary School, Leicester