



# BRW English (Reading) Progression Document

Year Group	Word	Comprehension	Greater Depth	Texts Covered
FS1	<ul style="list-style-type: none"> <li>Be able to link the first two sets of phonemes/graphemes – and know that these sounds can be blended to read words.</li> </ul>	<ul style="list-style-type: none"> <li>Begin to play with stories, innovating and changing some sentences by swapping words over. Identify the most important picture. Summarise what happened and how the character changed.</li> <li>Retell a story from beginning to end, using expression and actions. (Talk 4 Writing)</li> </ul>	<ul style="list-style-type: none"> <li>Read individual letters by saying the sounds for them.</li> <li>Be able to read all P2 sounds in a range of contexts</li> <li>Describe main story setting, events and character in increasing detail. Use the Talk for Writing approach to imitate, innovate and invent whole class stories</li> </ul>	<ul style="list-style-type: none"> <li>Poems from the Poetry Basket</li> <li>The Gruffalo</li> <li>The Very Hungry Caterpillar</li> <li>Rainbow Fish</li> <li>We're Going on a Bear Hunt</li> <li>The Train Ride</li> <li>The Little Red Hen</li> <li>A Day with Musa</li> <li>Bodies, Diwali, Christmas</li> <li>Who sank the Boat?</li> <li>The Owl and the Pussy Cat</li> <li>The Easter Story</li> <li>Lost and Found</li> <li>Water / Growing/Celebrations</li> <li>Percy the Park Keeper</li> <li>The Enormous Turnip</li> <li>The Animal Fair</li> <li>Animals/Environments/Space</li> <li>How to Catch a Star</li> <li>Whatever Next?</li> <li>Cinderella</li> <li>Three Little Pigs</li> <li>Three Billy Goats Gruff</li> <li>Bridges</li> <li>Pirate Pete</li> <li>The Night Pirates</li> <li>Bumpus Jumpus Dinosaur Rumpus</li> <li>Tyrannosaurus Drip</li> <li>Boats/Atlas/Dinosaurs</li> </ul>
FS2	<ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending;</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</li> <li>Anticipate – where appropriate – key events in stories;</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</li> </ul>	<ul style="list-style-type: none"> <li>Introduce children to Year 1 objectives.</li> </ul>	
1	<ul style="list-style-type: none"> <li>I can read a book confidently using my sounds to help read the words and I blend sounds to read some unusual words.</li> <li>I can read words that contain contractions and I know that the apostrophe represents a missing letter (I'm, we'll, I'll)</li> <li>I can divide words into syllables like sunset, rabbit and carrot and read words of more than one syllable, including compound words (that contain taught GPCs)</li> <li>I can read words which have the prefix –un and words which end in -s, -es, -ing, -ed, -er and -est.</li> <li>I match all graphemes to their 44 phonemes.</li> </ul>	<ul style="list-style-type: none"> <li>When I read or listen to stories, I can tell you of similar things that have happened to me.</li> <li>I enjoy listening to and reading all kinds of books and can ask questions about them.</li> <li>I can explain what I understand about books and poems and talk about similar books/poems I know.</li> <li>I like to predict what happens next based on what I have read so far.</li> <li>I discuss the titles and events from the books I read</li> <li>I can use what I already know to understand texts and explain words in a book</li> <li>I have learned some rhymes or poems off by heart.</li> <li>I am starting to use the text and or/pictures as clues to make sense of the book.</li> <li>I can tell you about some special stories we have worked on in class and re-tell them to my teacher using some of the same language.</li> <li>I can say what I like or dislike about a text.</li> <li>I check what I am reading makes sense as I am reading through it and correct myself if needed.</li> <li>I can tell you about why a character does or says some things.</li> </ul>	<ul style="list-style-type: none"> <li>My reading makes me to think deeply about things which are associated with the stories I read. I can respond personally to poetry that I read</li> <li>I can make suggestions about events and characters in the books I read which go beyond what is written in the text</li> <li>I can express a preference for the type of book I enjoy and can explain why I like that type of book</li> <li>I am beginning to use some of the features I see in the books I read in my own writing, e.g., repeated texts</li> <li>I know I will learn a great deal from non-fiction books. I can explain the difference between a fiction and a non-fiction book and can talk about the way each is organised</li> <li>I can explain to others why I have enjoyed a book and can summarise the story if asked to do so</li> <li>I read for an extended period because I really enjoy stories and I confidently ask questions to clarify understanding</li> <li>I can use my phonic knowledge confidently in combination with a range of reading strategies to read appropriate texts fluently and confidently</li> </ul>	<p><b>Core Text: Voices in the Park</b></p> <p><b>Plague: Non-linear time sequence</b></p> <p><b>Core Text: Wanted – Someone Swallowed Stanley</b></p> <p><b>Plague: Resistant Text</b></p> <p><b>Core Text: Lost and Found</b> <b>Plague: Resistant Text</b></p> <p><b>Text: Tadpole's Promise by Jeanne Willis</b> <b>Plague: Complexity of plot/Symbol</b></p> <p><b>Core Text: Traditional Stories</b> <b>Three Pigs</b></p> <p><b>Plague: Archaic Text</b></p> <p><b>Core Text: : The Day the crayons Quit</b></p> <p><b>Plague: Complexity of the Narrator</b></p>
2	<ul style="list-style-type: none"> <li>I can read by blending together the sounds (graphemes) I know and can read out within a word.</li> <li>I recognise and read other sounds for graphemes. I notice any unusual links between graphemes and phonemes.</li> <li><b>I can read books aloud closely matched to my phonic knowledge, sounding out unfamiliar words accurately, automatically and without hesitation.</b></li> <li><b>I can read a range of unusual words (common exception words).</b></li> <li><b>I can read words with two or more syllables accurately and words with common word</b></li> </ul>	<ul style="list-style-type: none"> <li>I use information about what has happened in the text and the meaning of words used to show understanding about what I have read.</li> <li>I can say out loud a number of poems I have learnt with expression.</li> <li>I listen, discuss and can say what I think about poems, stories and non-fiction books I have read.</li> <li>When I read, I am able to tell you about things in the order they happen and if they are connected.</li> <li>I check what I am reading makes sense as I read through it. I will correct it if it doesn't.</li> <li>In a familiar book, I make simple inferences (conclusions using clues) from illustrations, events and characters' actions and speech.</li> <li>I can answer and ask questions about what I have read.</li> <li>I can recognise simple language patterns in stories and poems and I can make predictions based on what I have read.</li> </ul>	<ul style="list-style-type: none"> <li>I can make links between the book I am reading and other books I have read.</li> <li>I extract information from non-fiction texts, appropriately using contents, index, chapters, headings and glossary.</li> <li>I can identify and comment on the main characters in stories, the way they relate to one another and I recognise similarities in the plot or characters within different stories.</li> <li>I show understanding of the main points of the text, re-tell the story, self-correct, look backwards/forwards in the text and search for meaning.</li> <li>I make inferences (conclusions using clues) from illustrations, events and characters' actions and speech in books I read independently.</li> <li>I can add to the meaning through my expression and intonation and</li> </ul>	<p><b>Core Text: The Colour Monster</b> <b>Anna Llenas</b></p> <p><b>Plague: Resistant Text</b></p> <p><b>Core Text:</b> <b>Alice in Wonderland – Usborne Books</b></p> <p><b>Plague: Archaic</b></p> <p><b>Core Text: Meerkat Mail</b></p> <p><b>Plague: Complexity of Narrator/Resistant Text</b></p> <p><b>Core Text: The Troll – Julia Donaldson and David Roberts</b></p> <p><b>Plague: Non- linear Time Sequences</b></p>

	<p>endings, such as -ing and -ed.</p> <ul style="list-style-type: none"> <li>I can decode automatically and read fluently. (e.g. at over 90 words a minute).</li> </ul>		<p>handle humour appropriately when needed.</p> <ul style="list-style-type: none"> <li>I know how suspense and humour is built up in a story, including the development of the plot.</li> <li>I can make sensible predictions about what is likely to happen in the story and to different characters.</li> </ul>	<p><b>Core Text: Dinosaurs and All That Rubbish Michael Foreman</b></p> <p><b>Plague: Figurative/ Symbolic Text</b></p> <p><b>Core Text: Fantastic Mr Fox</b></p> <p><b>Plague: Complexity of the Narrator</b></p>
3	<ul style="list-style-type: none"> <li>I can decode almost any word using my phonic knowledge to do so</li> <li>I try to read unfamiliar words using my knowledge of similar words.</li> <li>I can read exception words, noting the unusual differences between spelling and sound.</li> <li>I use my knowledge of root words, to use prefixes and suffixes to read aloud and understand the meaning of unfamiliar words.</li> </ul>	<ul style="list-style-type: none"> <li>I have experience of and have a positive attitude towards a range of fiction, poetry, plays, non-fiction and reference/ text books.</li> <li>I can use non-fiction texts to retrieve and record information.</li> <li>I can explain some of the different types of fiction books and recognise different types of poetry.</li> <li>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>I can explain how structure and presentation contribute to the meaning of texts.</li> <li>I can use a dictionary to check the meaning of unfamiliar words.</li> <li>I am confident to ask questions to get a better understanding of the text.</li> <li>I can predict what might happen after reading part of the story.</li> <li>I can explain and discuss books, poems and other works that I have read independently and aloud, taking turns and listening to others opinions.</li> <li>I can explain the features of non-fiction books and use these features to help me find information.</li> <li>I understand that different narrative books are structured in different ways e.g. quest stories and stories with dilemmas.</li> <li>I use evidence from the text to draw inferences (conclusions) such as understanding characters' feelings, thoughts and motives from their actions.</li> <li>I can tell you the main idea and theme of a text.</li> </ul>	<ul style="list-style-type: none"> <li>I can work out how authors can persuade and begin to use some of these skills myself.</li> <li>I am keen to find out more about a poet whose poetry I have read.</li> <li>I confidently use the text I have read so far to help me predict and when reading aloud, I take account of the punctuation in the text.</li> <li>I am beginning to develop a like for certain types of texts and authors.</li> <li>I am an avid reader who finds every opportunity to read additional material and I talk confidently about stories I have read, asking and answering questions related to the story.</li> <li>I can make a picture in my head about the characters and settings I read about.</li> <li>I note with increasing interest the way authors use a variety of techniques and strategies to develop characters and the relationship between them.</li> <li>I am keen to find out more about the background setting of the book I am reading, i.e., historical time or another country.</li> </ul>	<p><b>Core Text</b> <b>Revolting Rhymes</b> <b>Plague: Complexity of Plot</b></p> <p><b>Something told the wild geese</b> <b>Plague: Resistant Texts</b></p> <p><b>Core Text</b> <b>The Tunnel</b> <b>Plague: Complexity of Plot</b></p> <p><b>Hansel and Gretel - longer text</b></p> <p><b>Core Text</b> <b>The Sheep-Pig</b> <b>Dick King Smith (P.Corbett)</b></p> <p><b>Core Text</b> <b>A Bear called Paddington</b> <b>Plague: Archaic</b></p> <p><b>Core Text The Butterfly Lion</b> <b>Plague Non Linear</b></p> <p><b>Core Text Nim's Island</b> <b>Plague</b> <b>Complexity of Narrator</b></p>
4	<ul style="list-style-type: none"> <li>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> <li>I can read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>I apply knowledge of root words, prefixes and suffixes to understand the meaning of unfamiliar words and read aloud.</li> </ul>	<ul style="list-style-type: none"> <li>I can identify and explain some text types, their structures and organisational features (e.g. narrative, explanation, persuasion) and understand how these contribute to the meaning of the text.</li> <li>I am confident when asking relevant questions to improve my understanding of a text.</li> <li>I can identify simple themes and some literary conventions in texts.</li> <li>I can retrieve and record information from non-fiction texts using features of non-fiction books.</li> <li>I can build on others' ideas and opinions about a text in discussions with peers.</li> <li>I can identify, discuss and record words/language and phrases that writers use to engage and impact on the reader.</li> <li>I can predict what might happen from details stated and from the information, I have read.</li> <li>I can explain why I chose certain books and I am starting to enjoy books by certain authors. I can explain why I like these authors.</li> <li>I can infer meanings and begin to justify them with evidence from the text (e.g. Inferences such as showing characters' feelings, thoughts and motives from their actions across the story.</li> <li>I check the text makes sense, am able to discuss my understanding and can explain the meaning of words in context.</li> <li>I can use a dictionary to check the meaning of unfamiliar words.</li> <li>I know which books to select for specific purposes, especially in relation to science, geography and history learning.</li> <li>I can explain how paragraphs are used to organise and build up ideas.</li> <li>I can identify how the language contributes to meaning and where a writer has used precise word choices for effect to impact on the reader.</li> <li>I can prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare fictional accounts in historical novels with the factual account.</li> <li>I locate and use information from a range of sources, both fiction and non-fiction.</li> <li>I can appreciate the bias in persuasive writing, including articles and advertisements.</li> <li>When reading aloud, I show awareness of the listener through the use of pauses, giving emphasis and keeping an appropriate pace so as to entertain and maintain interest.</li> <li>I use inference and deduction to work out the characteristics of different people from a story and refer to the text to support my predictions and opinions.</li> <li>I can skim, scan and organise non-fiction information under different headings.</li> <li>I talk widely about different authors, giving some information about their backgrounds and the type of literature they produce.</li> <li>I can talk about why they prefer certain authors and get 'immersed' in their reading.</li> </ul>	<p><b>Core Text: The Witches</b></p> <p><b>Plague Complexity of Narrator</b></p> <p><b>Core Text The Lion, the Witch and the Wardrobe</b> <b>Plague Archaic</b></p> <p><b>Core Text</b> <b>Iron Man</b> <b>Plague: Complexity of Plot</b></p> <p><b>Core Text</b> <b>Varjak Paw</b> <b>Plague:Complexity of the Narrator</b></p> <p><b>Core Text</b> <b>Firework Maker's Daughter</b> <b>Plague Non Linear</b></p> <p><b>Core Text</b> <b>Cloudbusting</b> <b>Plague Resistant</b></p>
5	<ul style="list-style-type: none"> <li>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>I can read further exception words, noting the unusual correspondences between spelling and</li> </ul>	<ul style="list-style-type: none"> <li>I can become familiar with a range of books (including myths, legends, traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions) and know their features.</li> <li>I can take part in discussions about books read to me and books I read independently, giving my own point of view with reasons and building on others' ideas.</li> <li>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions and evidence from the text.</li> </ul>	<ul style="list-style-type: none"> <li>I choose to read widely for pleasure and for different purposes and do so outside lesson time because I want to.</li> <li>I can express my own ideas about a text, supporting my ideas with evidence from the text and explaining why the evidence, wider reading and personal experience justifies my opinion.</li> <li>I can compare texts by the same and different authors, drawing</li> </ul>	<p><b>Core Text: Goodnight Mister Tom</b></p> <p><b>Plague: Non-Linear</b></p> <p><b>Core Text: Harry Potter and the Philosophers Stone</b></p> <p><b>Plague: Complexity of plot/symbol</b></p>

	<p>sound, and where these occur in a word.</p> <ul style="list-style-type: none"> <li>I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<ul style="list-style-type: none"> <li>I can use meaning-seeking strategies to explore the meaning of idiomatic and figurative language</li> <li>I can learn and prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>I can re-read, read ahead to check for meaning and make predictions from what I have read already.</li> <li>I can explain the authors' viewpoint and comment on writer's use of language for effect. For example, precisely chosen adjectives, similes and personification.</li> <li>I can make connections between other similar texts, prior knowledge and my own experiences</li> <li>I can summarise and present the main ideas drawn from a text from more than one paragraph identifying key details that support the main ideas.</li> <li>I can read and find information from non-fiction texts and identify purpose, structures, presentation and grammatical features and evaluate their leaning and effectiveness.</li> <li>I can identify language and grammatical features used by writer – rhetorical questions, varied sentences lengths, varied sentence starters, empty words – and their impact on the reader.</li> <li>I can make sense of stories and explore the meaning of words and identify the effect of content on a text e.g historical or other cultures.</li> <li>I use text marking to identify key information in a text, make notes and I know the difference between fact and opinion.</li> </ul>	<p>out the similarities and differences, talk about styles and techniques, compare, and evaluate different books.</p> <ul style="list-style-type: none"> <li>I can explain why a writer has chosen to use specific organisation and structure within their text and say why it supports its purpose.</li> <li>I am aware that different narratives and non-narrative texts have different levels of formality of language and I can explain the reasons for this.</li> <li>I make use of effective scanning and text marking to aid concise summaries of key ideas so that information is identified.</li> <li>I adapt my own opinion in the light of further reading or others' ideas.</li> <li>I can read a range of material and show that I can sustain the reading of longer and more demanding books and poetry.</li> </ul>	<p><b>Core Text: Brightstorm</b> <b>Plague: Complexity of Plot/symbol</b></p> <hr/> <p><b>Core Text: Wind in the Willows</b> <b>Plague: Archaic</b></p> <hr/> <p><b>Core Text: Jungle Book</b> <b>Plague: Archaic</b></p> <hr/> <p><b>Core Text: The Explorer</b> <b>Plague: Complexity of the narrator</b></p>
6	<ul style="list-style-type: none"> <li>I can apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>I can read fluently using punctuation to inform meaning, phonemes/word derivations to pronounce words correctly (arachnophobia) and attempt the pronunciation of unfamiliar words based on prior knowledge of similar looking words.</li> </ul>	<ul style="list-style-type: none"> <li>I can compare similar/different versions of texts, using prior knowledge and experience to explain the links.</li> <li>I can learn poetry by heart and prepare plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>I can summarise main ideas, identifying key details and using quotations for illustration.</li> <li>I can make comparisons within and across books, identifying and discussing themes and conventions.</li> <li>I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>I can raise queries about texts and build on others' ideas, presenting a counter argument giving justified reasons referencing evidence from text.</li> <li>I can work out the meaning of unfamiliar words and figurative and idiomatic language in context.</li> <li>I use scanning and skimming to find specific information and establish the main idea.</li> <li>I can explain and comment on explicit and implicit points of view including the writer's viewpoint.</li> <li>I can organise information or evidence appropriately, text marking when needed to make notes/research efficient and fast.</li> <li>I read non-fiction texts to support other curriculum areas and can retrieve information from these texts.</li> <li>I can read aloud with intonation that shows understanding.</li> <li>I can predict what might happen from details stated and implied from across a text.</li> <li>I can explain and discuss my understanding of what I have read drawing inferences and justifying these with evidence.</li> <li>I can identify and explain how writers use grammatical features for effect. For example, the use of short sentences to build tension.</li> <li>I can read texts structured in different ways, evaluate how effectively these are laid out and recognise that some texts contain features from more than one text type.</li> <li>I can recommend books that they have read to their peers, giving reasons for their choices.</li> <li>I can read and become familiar with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>I can read age appropriate books with confidence and fluency (including whole novels)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify how writers manipulate grammatical features for effect</li> <li>I can explain the author's viewpoint in a text and present an alternative point of view</li> <li>I can explain the main purpose of a text and summarise it succinctly</li> <li>I can draw inferences from subtle clues across a complete text and give a personal response to a range of literature and non-fiction texts</li> <li>I confidently can state preferences of text type including genre and justifying my choices</li> <li>I can explain how and why a text has impacted on me and identify how characters change during the events of a longer novel</li> <li>I can compare and contrast the styles of different writers with evidence and explanation and evaluate the styles of different writers</li> <li>I can compare and contrast the language used in two different texts and identify the grammatical features/techniques used to create mood, atmosphere, key messages and attitudes</li> </ul>	<p><b>Core Text: Skellig</b> <b>Plague: Complexity of Narrator</b></p> <hr/> <p><b>Core Text: A Christmas Carol</b> <b>Plague: Archaic and Non-Linear</b></p> <hr/> <p><b>Core Text: A Monster Calls</b> <b>Plague: Complexity of plot / symbol and Resistant Text</b></p> <hr/> <p><b>Core Text: The Girl of Ink and Stars</b> <b>Plague: Complexity of plot</b></p> <hr/> <p><b>Core Text: Wonder</b> <b>Plague: Complexity of Narrator</b></p> <hr/> <p><b>Core Text: Holes</b> <b>Plague: Non-Linear</b></p>