# Alverton Curriculum Progression in Reading

| | EYFS Links | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Texts | The Rainbow Fish<br>Perfectly Norman<br>Ruby's Worry<br><br>Mog and Meg<br>Room on a broom<br>Alien's love underpants<br>Stick Man<br><br>Lost and found<br>Burglar Bill<br>Supertato<br><br>George and the Dragon<br>Six dinner Sid<br>A little bit brave<br><br>Farmer Duck<br>Anna Hibiscus' song<br>Slow Samson<br><br>What a wonderful world<br>Billy's bucket | Dogger<br>Meerkat Mail<br>Beegu<br>Man on the Moon<br>Wild<br>Little Red Riding Hood<br><br>Major Glad Major Dizzy<br>The Rabbit problem<br>Lost and Found<br>Traction Man<br>Lila and the Street of Rain<br>Bog Baby | | Egyptian Cinderella<br>Incredible Book Eating Boy<br>Escape from Pompeii<br>The Night Gardener<br>Wind in the Willows<br>The Promise<br><br>Stone Age Boy<br>The Street Beneath My Feet<br>Roman Diary<br>The pied Piper<br>Orion and the Dark<br>The Lorax | | Beowulf<br>Pig Heart Boy<br>Trash<br>The Man who walked between the Towers<br>Viking Boy<br>The Spider and the Fly<br><br>The Nowhere Emporium<br>Arabian Nights<br>Wonder<br>The Lion and the Unicorn<br>Cosmic<br>Greek Myths | |

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| | **Tiddler A giant jam sandwich Commotion in the ocean** | | | | | |
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| **Word Reading** | I can say a sound for each letter in the alphabet and at least 10 digraphs.<br><br>I can blend sounds. | I can respond speedily with the correct sound to graphemes for all 40+ phonemes to decode words.<br><br>I can read accurately by blending sounds in unfamiliar words. | I can automatically decode words and read fluently.<br><br>I can read accurately by blending. | | | |
| | I can read some common exception words. | I can read common exception words. | I can read further common exception words. | I can read further exception word. | I can read further exception words. | |
| | | I can read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.<br>I can read other words of more than one syllable that contain taught GPCs. | I can read accurately words of two or more syllables.<br>I can read words containing common suffixes | I understand root words, prefixes and suffixes (etymology and morphology) | I understand root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that I meet. | |

|  |  | I can read words with contractions. |  |  |  |  |
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|  | I can read aloud simple sentences and books. | I can read and reread books with increasing fluency and confidence. | | I make plausible attempts at unfamiliar words. | | I reread and read ahead to check for meaning. |
| **Comprehension** | I can retell familiar stories that have been read to me. | I enjoy listening to and discussing a wide range of poems, stories and non-fiction. | I enjoy listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction. | I enjoy listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | I choose from a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks for a specific purpose. | I continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. |
|  | I can identify and anticipate key events in stories. | I am becoming very familiar with key stories, fairy stories and traditional tales, | I can retell a wider range of stories, fairy stories and traditional tales | I am familiar with a wide range of books, including fairy stories, myths and legends, and can retell some of these orally. | | I am familiar 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. |
|  | I can access non-fiction books. | I can access non-fiction books that are structured in different ways. | | I read books that are structured in different ways and for a range of purposes. | I know that non-fiction books are organised in different ways and how to use them correctly. | I read books that are structured in different ways and read for a range of purposes. |

| | | I can recognise and join in with predictable phrases. | I can recognise simple recurring literary language in stories and poetry.<br><br>I can discuss and clarify the meanings of words, linking new meanings to known vocabulary. | I use dictionaries to check the meaning of words that I have read.<br><br>I can discuss words and phrases that capture the reader's interest and imagination<br><br>I can identify how language, structure, and presentation contribute to meaning.<br><br>I can identify how the writer has used precise word choices for effect. | | I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. |
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| | | I know some rhymes and poems by heart. | I can recite poems learned by heart with appropriate intonation. | I can recognise some different forms of poetry.<br><br>I can prepare poems and play scripts to read aloud and to perform. | I can recognise some different forms of poetry and identify their features.<br><br>I can prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. | I know a wider range of poetry by heart.<br><br>I 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. |

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| | | I can check that the text makes sense to me. | I can check that the text makes sense to me and correct inaccurate reading. | I can check that the text makes sense to me. | | I can check that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. |
| | | I can make inferences on the basis of what is being said and done<br><br>I can predict what might happen on the basis of what has been read so far | I can answer and ask questions about a text.<br><br>I can make inferences on the basis of what is being said and done.<br><br>I can predict what might happen on the basis of what has been read so far. | I can ask questions to improve my understanding of a text.<br><br>I can draw inferences and justify them with evidence.<br><br>I can predict what might happen from details stated and implied. | I can ask questions to improve my understanding of a text.<br><br>I can draw inferences and justify them with evidence.<br><br>I can predict what might happen from details stated and implied.<br><br>I can summarise the main ideas drawn from more than 1 paragraph. | I can ask questions to improve my understanding.<br><br>I can draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.<br><br>I can predict what might happen from details stated and implied.<br><br>I can summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.<br><br>I can distinguish between statements of fact and opinion. |
| | | I can participate in discussion about what is read to me, taking turns and listening to what others say. | I can participate in discussion about books, poems and other works that are read | I can participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say. | | I can participate in discussions about books building on my own and others' ideas and challenging views courteously,<br><br>I can explain and discuss my understanding of what I have |

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| | | | | to me and those that I can read for myself, taking turns and listening to what others say. | | | read, including through formal presentations and debates. I can provide reasoned justifications for my views. I recommend books that I have read to my peers, giving reasons for my choices. |
| | | | | I can identify links between a wide range of books. | I know the organisational features of different text types. I can identify themes and conventions in a wide range of books. | I can identify how language, structure and presentation contribute to meaning. 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 recognise texts that contain features from more than one text type. |
| | | | | I can retrieve and record information from non-fiction. | I can select books to retrieve and record information from non-fiction. | I can retrieve, record and present information from non-fiction | |