Reading ready to progress criteria: Year 1 to Year 6

Strand	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Apply phonic knowledge to decode unknown words (phase 5)		Read aloud new words applying their knowledge of root words, prefixes and suffixes (etymology and morphology).	Read aloud new words applying their knowledge of root words, prefixes and suffixes (etymology and morphology).	Apply their knowledge of root words, prefixes and suffixes (etymology and morphology) to understand the meaning of new words.	Apply their knowledge of root words, prefixes and suffixes (etymology and morphology) to understand the meaning of new words.
	Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes		Apply their knowledge of root words, prefixes and suffixes (etymology and morphology) to understand the meaning of new words.	Apply their knowledge of root words, prefixes and suffixes (etymology and morphology) to understand the meaning of new words.		Read aloud with intonation that shows understanding
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught					
	Read all the Year 1 common exception words- e.g. people, their, could	Read all Year 2 common exception words	Read all Year 3 common exception words	Read all Year 3 common exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.		
	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings	Read most words containing common suffixes				
	Read accurately some words containing more than one syllable that contain taught GPCs	Read accurately most words of two or more syllables				
	Read words containing contractions e.g. we'll, I'm, she's					

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Fluency	Read books that are familiar to them and matched to their phonic knowledge with 90% accuracy	Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (90 words per minute)	Read accurately and fluently, without hesitation, age related texts which include unfamiliar words (90 words per minute)	Read accurately and fluently, without hesitation, age related texts which include unfamiliar words (90 words per minute)	Read accurately and fluently, with confidence, age related texts which include unfamiliar words (90 words per minute)	Read accurately and fluently, with confidence, age related texts which include unfamiliar words (90 words per minute)
		Sound out most unfamiliar words accurately without undue hesitation		Use dictionaries to improve accuracy and fluency	Use dictionaries to improve accuracy and fluency	Use dictionaries to improve accuracy and fluency

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Comprehension	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Discus and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.			Identify and discuss themes and conventions within a genre	Participate in discussions about books building on their own and others' ideas and challenging views courteously

Identify and discuss themes and conventions within and across a range of genres |
| | Link what they read or hear read to their own experiences | | Ask questions to improve their understanding | Ask questions to improve their understanding | Distinguish between statements of fact and opinion | Distinguish between statements of fact and opinion |
| | Be familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics | | Identify main ideas drawn from more than one paragraph and summarise these (2f)

Identify how language, structure, and presentation contribute to meaning (2f) | Identify main ideas drawn from more than one paragraph and summarise these (2f)

Identify how language, structure, and presentation contribute to meaning (2f) | Identify and explain how information / narrative content is related and contributes to meaning as a whole (2f) | Analyse how language, structure and presentation is related and contributes to meaning as a whole (2f) |
	Recognise and join in with predictable phrases	Recognise simple recurring literary language in stories and poetry	Make comparisons within the text (2h)	Make comparisons within the text and across the genre (2h)	Make comparisons within and across books (2h)	Make comparisons within a text (2h)
	Appreciate rhymes and poems, and to recite some by heart					
	Discuss word meanings, linking new meanings to those already known		Identify how meaning is enhanced through choice of words and phrases (2g)	Identify and explain how meaning is enhanced through auhtors' choice of words and phrases considering authorial intent (2g)	Identify / explain how meaning is enhanced through choice of words and phrases (2g)	Identify / explain how meaning is enhanced through choice of words and phrases (2g)
	Draw on knowledge of vocabulary to understand texts (1a)	Discuss and clarifying the meanings of words, linking new meanings to known vocabulary (1a)	Give / explain meaning of words in context (2a)	Give / explain meaning of words in context (2a)	Explain the meaning of new words in context (2a)	Explore and explain the meaning of new words in context (2a)
	Check the text makes sense to them as they read (for example recognising when they are not	Check it makes sense to them, correcting any inaccurate reading				

making sense and correcting inaccuracies)					
Identify/explain key aspects of fiction and non-fiction texts, such as events and information (1b)	Explain what has happened so far in what they have read (1b)	Retrieve and record information from fiction and non-fiction texts (2b)	Retrieve and record information from fiction and non-fiction texts (2b)	Retrieve, record and present information from fiction and non-fiction texts (2b)	Retrieve, record and present information from fiction and non-fiction texts (2b)
Understands the concept of 'beginning, middle and end' of a fiction book. (1c)	Discuss the sequence of events in books and how items of information are related (1c)	Summarise main ideas from more than one paragraph (2c)	Summarise main ideas from more than one paragraph (2c)	Summarise the main ideas drawn from more than one paragraph (2c)	Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (2c)
Make inferences based on what is being said or done (1d)	Answer (and ask) questions and make some inferences (1d)	Make, explain and justify inferences using evidence from the text (2d)	Make, explain and justify inferences using evidence from the text (2d)	Make, explain and justify inferences using evidence from the text (2d)	Make, explain and justify inferences using precise evidence from the text (2d)
Predict what might happen based on what has been read so far (1e)		Predict what might happen referring to details stated (2e)	Predict what might happen referring to details stated and implied (2e)	Predict what may happen from details stated and implied (2e)	Predict what may happen from details stated and implied (2e)
				Recommend texts giving reasons	Provide reasoned justifications for their views.
				Skim and scan texts	Use a combination of skimming, scanning and text marking to find and collate information
				Discuss how authors use language, including figurative language, considering the impact on the reader	Discuss how authors use language, including figurative language, considering the impact on the reader
				Identify some grammatical features and how they impact on the reader e.g. rhetorical questions, variation of sentence length	Identify a range of grammatical features and how they impact on the reader