PROGRESSION IN KNOWLEDGE STATEMENTS: READING

A formative assessment resource and coverage tracker to develop clarity and secure progression in reading teaching

Abstract

This document is intended to be used as a formative assessment resource to support pupil progress in reading. It contains statements taken from the N.C. Programme of Study for English which have been grouped according to the reading domain into which they 'fit' best. This allows for links to be made with summative assessment gap analysis so that subsequent reading teaching can be targeted to address areas of weakness. Where additional statements have been added, these have been informed by the N.C. non-statutory guidance or questions from previous SATs reading assessments; these have been selected to provide further clarity to support effective reading teaching. The column on the left can be dated to track coverage of key learning, ensuring that all reading opportunities are underpinned with clearly identified LI, and the blank rows can be used to monitor pupil progress in reading by inserting pupils' initials at the top of each column. Targeted group or individual reading sessions can then provide an opportunity for teachers to date when a pupil's knowledge is secure.

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EYFS												
Emerging Reader - LW Foundations for Phonics/Phase 2 books												
	PUPIL INITIALS:											
	1	I can hold my book the right way round and read from front to back.										
	2	I know that print is read from left to right.										
	3	I can continue a rhyming string (cat, sat, mat).										
	4	I can read the initial sounds in words.										
	5	I can try to read unknown words using my phonic knowledge.										
	6	I can link sounds to graphemes to say each phoneme in VC words.										
	7	I can blend sounds to read simple VC/CVC words e.g., it, cat										
	8	I understand that the pictures might help me understand the meaning of words.										
	9	I am beginning to read some graphemes in words (not secure).										
	10	I am beginning to read simple sentences (but may not understand what has been read).										
	11	I am beginning to check my reading by repeating a word or phrase (can be prompted to do so).										
	12	I can retell some key elements of a story I have read (read with or without support).										
	13	I can point to a given grapheme or word.										
	14	I can use my 'reading finger' to track my reading.										
	15	I know that I can use books/text and computers to find information.										
	16	I can read Set1and 2 words in Phase 2 books.										
	17	I can read some 'tricky words' e.g., is, the, I										
	Expected Reader (ELG) – Phase 3 books											
	18	I can talk about the setting of a story.										
	19	I can talk about key elements of stories (main character, some events or the opening etc).										
	20	ELG - I can show understanding when I talk to others about what I have read.										
	21	I can link what I have read to my own experiences.										
	22	I can blend sounds 'smoothly' to read CVC words e.g., sack, fish, chip										
	23	ELG - I can use phonics to decode regular words.										
	24	ELG - I can read and understand simple sentences.										
	25	ELG - I can read aloud accurately.										
	26	I can check my reading by repeating a word or simple phrase.										
	27	I can say whether a book is fiction or non-fiction.										
	28	I know that non-fiction books provide information.										
	29	I am beginning to use imaginative language to explain how a story might end.										
	30	I can link a story to my own experiences.										
	31	I can read the 'Read the words' inside the front cover of Phase 3 books.										
	32	ELG - I can read some common irregular words e.g., tricky words: was, you, they										
Exceeding Reader (ELG) – LW Phase 4 books												

Exceeding Reader (ELG) – LW Phase 4 books													
PUPIL INITIALS:													
	33	I can use phonics to read regular words of more than one syllable.											
	34	I can read many irregular high frequency words.											
	35	I can describe the main events in stories I have read.											
	36	I can use phonics, supported by my knowledge of sentence structure and context, to read unfamiliar words.											

Year 1													
Word reading and fluency													
	1	I can match all 40+ graphemes to their phonemes (GPC).											
	2	I can blend sounds in unfamiliar words.											
	3	I can divide words into syllables to help me sound out new words											
	4	I can confidently use my phonics when I am reading decodable words.											
	5	I 'have-a-go' independently at reading words with more than one syllable, making use of grapheme and phoneme correspondences that I know.											
	6	I can read words which contain contractions as I know that the apostrophe represents the missing letters.											
	7	I can read words that end with –ed, -ing, -est and 's.											
	8	I can read words which start with –un.											
	9	I can re-read decodable texts to develop my fluency and expression e.g., pausing at full stops and raising my voice at questions.											
	10	I read books which match my phonic knowledge and read some common exception words noting the unusual way that the sound is represented.											
I draw on knowledge of vocabulary to understand texts 1a													
	11	I can talk about the main characters and setting in a well-known story.											
	12	I retell a story accurately using story language.											
	13	I check that my reading is making sense and go back to correct it when it doesn't.											
	14	I can find and point to relevant parts of a text in response to simple questions.											
	15	I can show you new words which I have learned from my reading.											
I predict what might happen on the basis of what I have read so far 1e													
	16	When I am reading, I can predict what might come next at different parts of a story.											
I make inferences from the text 1d													
	17	I can answer, "How do you know…?" questions using the pictures and words to help me.											
	18	I can answer, "Why do you think…?" questions using the pictures and words to help me.											
I identify and explain key aspects of fiction and non-fiction texts (including characters, events, structure and organisation) 1b													
	19	I use words like author, title, blurb and illustrator when I talk about a text.											
	20	I can explain what I think a text will be about.											
	21	I can talk about some differences between fiction and non-fiction, and I am beginning to name some key features of texts e.g., captions.											
I identify and explain the sequence of events in texts 1c													
	22	I can identify and talk about patterned or repeated language.											
	23	I can tell you the order in which events happened in a story.											
	24	I can sequence a series of pictures to retell a story.											
I can talk about my enjoyment of reading													
	23	I can explain why I enjoy reading a favourite book or type of book.											
	24	I can link what I have read to my own experiences.											

KS1
Sample key questions I can answer about the texts I have read:

1a: Find the word which is used to describe the …?
Point to the word which means …? Can you think of another word which means this?
Which word tells us how the character is feeling?

1b: Where does the story take place?
When does the character X look like?
Where does the character X live?
What happened in the story?
Where in the book can you find...?

1c: What happens first in the story?
Use three sentences to say what happened at the beginning, middle and end of the story.
Order/number these pictures/sentences to show what happens in different parts of the story.
Why does the main character do 'x' in the middle of the story?
How does the hero save the day in the story?

1d: Why do you think the writer used the word … to describe …?
How did X feel when…?
Can you explain why...?
I wonder why the writer used the word… to describe ...?
What do these words mean and why do you think the author chose them?

1e: Look at the cover/title/first line/chapter headings... What do you think will happen next?
How has the cover/title/first line/headings helped you come up with this idea?
What do you think will happen to the main character? Why do you think this?
What will happen next? Why do you think this? Are there any clues in the text?

Why did you enjoy reading this story?
How did the ending of the story make you feel? Why?
Describe what you liked about the book.
Can you tell me about a time when you felt the same way that character X did?
What new facts did you learn from this information book?

Year 2																						
Word reading and fluency																						
	1	I can decode automatically and fluently, using my knowledge of graphemes and phonemes.																				
	2	I can re-read familiar books fluently,with confidence and expression.																				
	3	I can read unfamiliar or new words without too much hesitation (using my phonics knowledge).																				
	4	I can blend sounds in words using the graphemes we have learned e.g. turkey.																				
	5	I recognise some common prefixes and suffixes and regular verb endings to construct the meaning of words in context. ☐ ed ☐ ness ☐ less ☐ ment ☐ est ☐ er ☐ ful ☐ ing ☐ ly																				
	6	I can read some common exception words and can talk about the unusual 'mis-match' between a grapheme and a phoneme.																				
	7	I read most words fluently and accurately when I have read them before, without the need to sound out each phoneme and then blend them.																				
	8	I can recognise and read alternative sounds for graphemes e.g. w<u>or</u>ld, c<u>or</u>ner.																				
	9	I can read words of 2 or more syllables accurately, using my knowledge of GPCs.																				
	10	I can read longer texts, matched to my improving knowledge of phonics, and return to them easily after a break.																				
	11	I can self-correct, looking forwards and backwards in the text to secure meaning.																				
	12	I can read silently sometimes and take note of the punctuation to help me keep track of longer sentences.																				
I draw on knowledge of vocabulary to understand texts 1a																						
	13	I can talk about a range of texts and give my opinion about what I have read.																				
	14	I can ask and answer questions to show I have understood what I have read.																				
	15	I can discuss the meaning of words which are new to me.																				
	16	I can explain which words a writer has used to describe a character, setting or mood.																				
I predict what might happen on the basis of what I have read so far 1e																						
	17	I can use what I have read to make a prediction about what is likely to happen next.																				
I make inferences from the text 1d (overleaf)																						

		Year 2											
		I make inferences from the text 1d											
	18	I have begun to think about messages that may be hidden in the story.											
	19	I can interpret the characters' actions and say what it tells the reader about them.											
	20	I make inferences about feelings or reasons for actions by answering, "Why do you think…?", "How do you know…?", and 'Can you explain why..?' questions.											
		I identify and explain key aspects of fiction and non-fiction texts (including characters, events, structure and organisation) 1b											
	21	I make comparisons between books, noting similarities and differences and explaining the plot, characters and setting.											
	22	I can explain the main differences between fiction and non-fiction and describe how each text-type is organised.											
	23	I can find information using non-fiction texts explaining how the organisation helps me.											
	24	I compare and contrast different information books, saying what is the same and what is different.											
	25	I can compare stories, noting similarities and differences, and identify common themes e.g., the repetition of three in traditional tales.											
	26	I am beginning to recognise that some texts will contain specific words or phrases.											
		I identify and explain the sequence of events in texts 1c											
	27	I identify and comment on vocabulary in stories and poems e.g. alliteration, repetition.											
	28	I retell stories, such as traditional tales or fairy stories, giving the main points clearly in sequence with appropriate detail.											
	29	I can use numbers to sequence a series of events within a text.											
		I can talk about my enjoyment of reading											
	30	I can respond to texts, discussing preferences with reference to favourite characters and books with similar themes.											
	31	I can use part of the text to help me explain what I enjoyed and did not enjoy about the books I have read.											
	32	I can talk about my favourite words and phrases in stories and poems.											

		Year 3																
		Word reading																
	1	I can read aloud, and am able to alter my voice when reading something exciting, humorous or emotional, taking account of an increasing range of punctuation.																
	2	I read independently, using known strategies appropriately to establish meaning.																
	3	I repeat short phrases if something doesn't make sense and meaning is lost.																
	4	I recognise common prefixes and suffixes and root words to construct the meaning of words in context																
	5	I recognise the full range of consonant digraphs e.g. kn, wr, ph.																
	6	I am familiar with a range of endings used to make word forms as plural.																
	7	I recognise words that have silent letters in them.																
	8	I recognise the function of the apostrophe for omission and pronounce contracted forms correctly.																
	9	I can read further exception words, noting the unusual spelling of these.																
		I can explain the meaning of words in context 2a and retrieve/record/identify key information from texts 2b																
	10	When discussing what I have read, I am beginning to refer back to the text to explain the meaning of words.																
	11	I can find words and phrases in the text to describe characters and how they feel about key events in a story.																
	12	When summarising main points, I make notes from information located in texts.																
	13	I can ask relevant questions to develop a better understanding of a text.																
	14	I can use non-fiction texts to find out information.																
	15	I can use a dictionary to find the meaning of new words.																
		I can make inferences from the text and explain or justify these with evidence from the text 2d																
	16	I can infer from the evidence in a text what a character is like and can explain my opinions with reference to specific words or phrases.																
	17	I am beginning to make inferences about characters' thoughts and motives, justifying my views by referring to their actions.																
		I can make predictions using details which are stated and implied 2e																
	18	I can make sensible predictions using my knowledge of the text.																
		I identify and comment on the structure and organisation of texts and explain how information contributes to meaning as a whole 2f																
	19	I can talk about some of the different types of fiction books.																
	20	I can explain how non-fiction books are organised in different ways.																
	21	I can use organisational features to locate and extract information (alphabetical order, contents, indexes, chapters, headings and glossary).																
		I can summarise the main ideas from more than one paragraph 2c																
	22	I can summarise the main point in a paragraph.																
	23	I can number sentences to show the order in which events appear in the text.																
		I explain and comment on how meaning is enhanced through the writers' use of language 2g																
	24	I can read using intonation and expression appropriately by looking carefully at the writer's language choices.																
	25	I identify where the choice of language has helped to create moods or build tension.																

Year 3 continued																	
I explain and comment on how meaning is enhanced through the writers' use of language 2g (continued)																	
	26	I can comment on why an author may have chosen a particular word e.g., to persuade.															
	27	I can find some examples of figurative language and begin to explain how it conveys meaning.															
	28	I am becoming aware of how writers use different words/phrases to help make a point.															
I can make comparisons within the text 2h																	
	29	I can describe different characters' reactions to the same event in a story and discuss its importance.															
	30	I can talk about the traditional 'ingredients' of fairy stories, legends and myths.															

Key questions I can answer about the texts I have read:

2a: Which words does the author use to describe the character or setting?
What do these words tell us about the character or the setting?
Which is the word/phrase which tells us how the character is feeling?

2b: Where does the story take place?
When does the story take place?
What was revealed at the end of the story?

2d: Why do you think the writer used the phrase … to describe …?
How do we know how the character is feeling?
Can you explain why this word was chosen and what it shows us about the character's reaction to what is happening?

Year 4													
Text reading and fluency													
	1	I read a range of appropriate texts fluently and accurately.											
	2	I re-read and read ahead to look for clues to determine meaning.											
	3	I can attempt unfamiliar words drawing on my knowledge of similar-looking words.											
	4	I can read words which are not spelled phonetically and comment on their spelling.											
	5	I use knowledge of word formation and a more extensive range of prefixes and suffixes to construct the meaning of words in context.											
	6	I can work out the pronunciation of homophones using the context of the sentence.											
I can explain the meaning of words in context 2a and retrieve/record key information from texts 2b													
	7	I can justify my responses to what I have read by referring to the text.											
	8	I can discuss and explain examples of language which capture the reader's interest.											
	9	I extract key information from texts, making short notes to develop my understanding.											
	10	I can locate specific information making efficient use of text features.											
	11	I can locate information using skimming, scanning and text marking.											
	12	I can use a dictionary to check the meaning of unfamiliar words.											
I can make inferences from the text and explain or justify these with evidence from the text 2d													
	13	I infer meaning, using evidence from action, dialogue and description to justify my inferences.											
	14	I am able to deduce what characters are like and why they react as they do.											
	15	I can devise relevant 'How do you know…?' questions to develop a deeper understanding of a text.											
I can make predictions using details which are stated and implied 2e													
	16	I can refer to details in the text to support my predictions about characters and events.											
	17	I can use details which are implied in the text to make predictions.											
I identify and comment on the structure and organisation of texts and explain how information contributes to meaning as a whole 2f													
	18	I can explain how the organisation or order of events adds to the effectiveness of a narrative text.											
	19	I identify the organisational features of some non-fiction texts e.g. explanation, persuasion.											
	20	I interpret information presented as a table or labelled diagram.											
	21	I can recognise some different forms of poetry, using performance to develop my understanding of the meaning.											
I can summarise the main ideas from more than one paragraph 2c													
	21	I can use books to make notes for specific purposes, especially to support my learning in other areas of the curriculum.											
	22	I can number sentences to show the order in which events appear within the text.											
I explain and comment on how meaning is enhanced through the writers' use of language 2g													
	23	I can appreciate how the writer sometimes uses short, punchy sentences to gain effect.											

Year 4													
I explain and comment on how meaning is enhanced through the writers' use of language 2g (continued)													
	24	I can comment on how the language in texts varies depending on the audience and purpose e.g. a diary written in the first person, the greeting to begin a letter.											
	25	I comment on the effectiveness of the author's choice of language to create moods, build tension and add impact, including some use of figurative language.											
	26	I can explain the way the writer may use certain language to help get a point across and quote phrases to support my explanation.											
I can make comparisons within the text 2h													
	28	I can identify themes or conventions of different text types and talk about how an author may have played with these to add impact.											
	29	I can identify the theme of a text and explain to others, building on their opinions and views, how the author's viewpoint was communicated to the reader.											
	30	I can explain why a writer has organised the information within a text in different ways e.g., the use of numbering, headings.											

Key questions I can answer about the texts I have read:

2a: Which words does the author use to describe the character or setting?
What do these words tell us about the character or the setting?
Which is the word/phrase which tells us how the character is feeling?

2b: Where does the story take place?
When does the story take place?
What was revealed at the end of the story?

2d: Why do you think the writer used the phrase … to describe …?
How do we know how the character is feeling?
Can you explain why this word was chosen and what it shows us about the character's reaction to what is happening?

		Year 5												
		Text reading and fluency												
	1	I use a range of strategies to read appropriate texts fluently and accurately.												
	2	I apply my knowledge of prefixes, suffixes, root words and grammar to read confidently with appropriate phrasing and intonation.												
	3	I can pronounce unfamiliar words drawing on my knowledge of similar-looking words and spelling patterns.												
	4	I can read words which have an unusual spelling and comment on the sound/spelling mis-match.												
	5	I can apply my knowledge of root words to suggest the meaning of unfamiliar words.												
	6	I can prepare a poem to read aloud, using intonation and volume to enhance meaning.												
		I can explain the meaning of words in context 2a and retrieve/record key information from texts 2b												
	7	I use quotations from, or references to, the text to support my opinions and predictions.												
	8	I skim, scan and text mark to locate relevant information quickly and efficiently.												
	9	I am able to show my answers to questions that I have read beyond the text.												
	10	I can identify significant events, themes and characters in a text.												
	11	I can devise questions to deepen my understanding of what I am reading.												
	12	I can explain the meaning of figurative language.												
		I can make inferences from the text and explain or justify these with evidence from the text 2d												
	13	I know about the characters in my reading from what other characters say and do.												
	14	I discuss messages, moods, feelings and attitudes using inference.												
	15	I identify implicit and explicit points of view.												
	16	I can empathise with different character's points of view and justify my response.												
		I can make predictions using details which are stated and implied 2e												
	17	I can refer to implied meaning within the text to support my predictions.												
	18	I can use details which are stated in the text to justify my predictions.												
		I identify and comment on the structure and organisation of texts and explain how information contributes to meaning as a whole 2f												
	19	I am beginning to understand why authors use different organisational features and can comment on how effective these are.												
	20	I can compare and contrast non-fiction texts and explain how the organisation and structure differs.												
	18	I can describe how the way a text is organised supports the purpose of the writing.												
	19	I can discuss how a set of sentences has been organised to create maximum effect.												
	20	I can describe the typical features of different narrative texts e.g., myth, adventure, legend.												
	22	I understand why an author may have broken a time sequence to create a greater impact.												
		I can summarise the main ideas from more than one paragraph 2c												
	23	I identify key points when reading an appropriately challenging text.												
	24	I can make notes to summarise the main ideas drawn from more than one paragraph.												

	25	I can number statements which summarise or sequence the main ideas in a text.											
I explain and comment on how meaning is enhanced through the writers' use of language 2g													
	26	I identify and comment on the effects created by expressive, figurative and descriptive language in poetry and prose.											
	27	I can talk about an author's techniques for describing characters, settings and actions.											
	28	I know that authors use emotion and feelings when describing characters to manipulate the reader's reaction to each character.											
I can make comparisons within the text 2h													
	29	My comments show an understanding of the author's viewpoint.											
	30	I can distinguish between statements of fact and opinion.											
	31	I can discuss my understanding of what I have read, giving a formal presentation to share my response to a text.											
	32	I comment on the impact a text has upon the reader.											

Key questions I can answer about the texts I have read:

2a: Which words does the author use to describe the character or setting?
What do these words tell us about the character or the setting?
Which is the word/phrase which tells us how the character is feeling?

2b: Where does the story take place?
When does the story take place?
What was revealed at the end of the story?

2d: Why do you think the writer used the phrase … to describe …?
How do we know how the character is feeling?
Can you explain why this word was chosen and what it shows us about the character's reaction to what is happening?

2e: Explain whether you think a character is likely to take a certain course of action or decision using evidence form the text.

2f: Why has the writer organised the text in this way?

Year 6												
Text reading and fluency												
	1	I use a full range of strategies to read a range of texts fluently and accurately.										
	2	I use word derivations and word formations (eg; prefixes, acronyms and letter omission) to construct meaning of words in context across a range of texts.										
	3	I use a combined knowledge of phonemes and etymology to pronounce words correctly.										
	4	I use grammar (e.g., subordination) and punctuation to indicate change of tone and inform meaning.										
	5	I can prepare poems and plays to read aloud and to perform, showing my understanding of the language through intonation, tone, volume and pace.										
I can explain the meaning of words in context 2a and retrieve/record key information from texts 2b												
	6	I can *ask questions to* improve my understanding and comment accurately on what I have read, using reference to the text.										
	7	I select pertinent quotations to support my comments and opinions about what I have read.										
	8	I am able to select relevant information and identify key language features and themes from a range of texts, including myths, legends and books from other cultures.										
	9	I draw on textual evidence to ask questions to improve my understanding and give convincing answers to questions.										
	10	I use the skills of skimming, scanning and text marking to identify the gist of a text.										
	11	I manage my own research to find information to support my learning.										
	12	I can justify my understanding of a text when challenged by alternative views.										
I can make inferences from the text and explain or justify these with evidence from the text 2d												
	13	I can explain how messages, moods, feelings and attitudes are conveyed in poetry and prose using inference and justify my comments with reference to the text.										
	14	I select sentences, phrases and relevant information to justify my opinions and inferences.										
	15	I can ask inferential questions to deepen my understanding of a text.										
I can make predictions using details which are stated and implied 2e												
	16	I can predict what might happen using details which are stated in the text to justify my opinion.										
	17	I can make predictions about how a character might behave using details which are implied.										
I identify and comment on the structure and organisation of texts and explain how information contributes to meaning as a whole 2f												
	18	I can identify ways in which authors initiate and develop a plot in fiction.										
	19	I can see how an author controls the pace of a story to manipulate suspense.										
	20	I can explain the precise function of organisational and presentational features in conveying meaning to the reader.										
	21	I appraise a text effectively and can identify its main purpose, key points and viewpoint.										
	22	I can discuss the effectiveness of different writer's structural choices when comparing texts.										

		Year 6										
		I can summarise the main ideas from more than one paragraph 2c										
	23	I can summarise the main ideas drawn from more than one paragraph.										
	24	I can make notes to summarise a text and identify key details which support the main ideas.										
	25	I can number statements which summarise or sequence the main ideas in a text.										
		I explain and comment on how meaning is enhanced through the writers' use of language 2g										
	26	I analyse why the author has chosen a range of vocabulary and grammatical features to convey different messages, moods, atmosphere and attitudes.										
	27	I can explain how an author has used personification or figurative language (simile, metaphor) to create stronger images.										
	28	I can summarise the impact on the reader of the language in a given paragraph or stanza.										
	29	I recognise fact and opinion and can comment on the effect on the reader of different types of language (e.g., persuasive, formal, informal, discursive).										
	30	I talk about how and why a text affects me as a reader and make recommendations to others.										
		I can make comparisons within the text 2h										
	31	When I compare texts, I can explain why texts written about the same topic may convey different meanings and relate this to the intended audience.										
	32	I can explain and discuss my understanding of what I have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.										

Key questions I can answer about the texts I have read:

2a: Which words does the author use to describe the character or setting?
What do these words tell us about the character or the setting?
Which is the word/phrase which tells us how the character is feeling?

2b: Where does the story take place?
When does the story take place?
What was revealed at the end of the story?

2d: Why do you think the writer used the phrase … to describe …?
How do we know how the character is feeling?
Can you explain why this word was chosen and what it shows us about the character's reaction to what is happening?

2f: Why has the writer organised the text in this way?