

Chesterton Reading Progression

Year 1	
	<u>Expected</u>
<u>Decoding</u>	<ul style="list-style-type: none"> See Little Wandle Progression
<u>Retrieval</u>	<ul style="list-style-type: none"> Can listen to stories, non-fiction and poems and can discuss to build understanding. Can read and discuss books and start to build understanding (phonic phase appropriate)
<u>Vocabulary</u>	<ul style="list-style-type: none"> Use and understands recently introduced tier 2 vocabulary during discussions about stories, non-fiction, rhymes and poems (with sentence stems and prompts)
<u>Prosody</u>	<ul style="list-style-type: none"> Can begin to read with expression (after modelling).
<u>Summarising</u>	<ul style="list-style-type: none"> Demonstrates understanding of what they have read themselves by retelling stories using their own words. (Consistent with phonic knowledge).
<u>Predict</u>	<ul style="list-style-type: none"> Can make a simple prediction based on what they have heard read to them. Can make a simple prediction on a book that they are able to decode (consistent with their phonic knowledge).
<u>Inference</u>	<ul style="list-style-type: none"> Can use clues from a story within the book to suggest what the story may be about/what the characters may be like and begin to justify own views.
<u>Links</u>	<ul style="list-style-type: none"> Can link stories, non-fiction and poems to own experiences. Can link the connection of the title with the events in the books that they read (consistent with phonic knowledge) and those that are read to them.
<u>Love</u>	<ul style="list-style-type: none"> Can name an author they have enjoyed studying this year. Can recite a poem by heart.

Year 2	
	<u>Expected</u>
<u>Decoding</u>	<ul style="list-style-type: none"> Can read a range of short, age-appropriate books accurately. Can read many familiar and unfamiliar words accurately. Can read most words containing common suffixes. Can read some contracted words and can understand the use of an apostrophe.
<u>Retrieval</u>	<ul style="list-style-type: none"> Can listen to stories, non-fiction and poems and can discuss in growing detail to build understanding. Can read and discuss age appropriate books to build understanding to answer many simple retrieval questions.
<u>Vocabulary</u>	<ul style="list-style-type: none"> Can suggest tier 2 words to support discussions about characters (unaided) Can select and justify their own favourite words and phrases in books. Can clarify the meaning of some words based on my own background knowledge.
<u>Prosody</u>	<ul style="list-style-type: none"> Can read with expression (after modelling). Can identify basic punctuation when reading and change their voice through adult modelling.
<u>Summarising</u>	<ul style="list-style-type: none"> Can explain what has happened so far in what they have read. Can discuss the sequence of events in books and how items of information are related.
<u>Predict</u>	<ul style="list-style-type: none"> Can make a good prediction based on what they have heard read to them. Can make a good prediction on a book that they are able to decode (consistent with their phonic knowledge). Begin to justify predictions.
<u>Inference</u>	<ul style="list-style-type: none"> Can answer questions about a familiar book with the teacher and make simple inferences. Can answer questions and make inferences about a book that can be read fluently.
<u>Links</u>	<ul style="list-style-type: none"> Can link stories, non-fiction and poems to other people's experiences.
<u>Love</u>	<ul style="list-style-type: none"> Can recite 2 poems. Can describe how to locate information that interests you in a non-fiction book (e.g. glossary, contents etc). Can interact with stories, non-fiction and poems when they are reading the book themselves (e.g. laughing at humorous points etc) Can name an author they have enjoyed.

Year 3	
	<u>Expected</u>
<u>Decoding</u>	<ul style="list-style-type: none"> Can self-select an appropriate book from a wider choice of age appropriate books (must be checked by an adult). Can read short chapter books independently and with increasing fluency. Can read a range of different texts with increasing fluency.
<u>Retrieval</u>	<ul style="list-style-type: none"> Can answer retrieval questions through discussion of a wider text/passage just read. Can answer basic retrieval questions using evidence from the text. With support can skim and scan a page of text to locate a key word.
<u>Vocabulary</u>	<ul style="list-style-type: none"> Can identify specific words that the author has used in the text and can begin to explain the author's intent behind these word choices.
<u>Prosody</u>	<ul style="list-style-type: none"> Can read with expression and begin to respond to punctuation to convey the meaning (following modelling).
<u>Summarising</u>	<ul style="list-style-type: none"> Can identify the theme of a poem and discuss what is happening in it. Can order the main events in a story that they have listened to.

	<ul style="list-style-type: none"> Can order the main events in a story that they have read.
Predict	<ul style="list-style-type: none"> Can make sensible predictions based on clues from a story so far (e.g. a character with sharp teeth etc.) Can make simple justifications about predictions.
Inference	<ul style="list-style-type: none"> Can make inferences about characters' feelings, thoughts and motives from their actions. Can justify these inferences with evidence.
Links	<ul style="list-style-type: none"> Can track and talk about the journey of some of the minor characters through a story. Can talk about how the books/authors they have studied this year are similar/different from last year.
Love	<ul style="list-style-type: none"> Can name at least 2 authors, including some of those studied this year (fiction and non-fiction). Can review the books read this year and share their own opinion.

Year 4	
	Expected
Decoding	<ul style="list-style-type: none"> Can self-select an appropriate book from a wider choice of age appropriate books (must be checked by an adult). Can read chapter books independently with increasing length and proof of growing stamina.
Retrieval	<ul style="list-style-type: none"> Can answer a range of retrieval questions from 2 pages of text read independently. Can use skimming and scanning skills to locate an answer to a retrieval question at increasing speed.
Vocabulary	<ul style="list-style-type: none"> Can start to discuss the meaning of new words using the context of the sentence – may not be correct but logical. Can apply growing knowledge of prefixes and suffixes to understand vocabulary. Can independently select a dictionary to check the meanings of words to read. Can talk about how figurative language is used to create atmosphere (similes, alliteration, repetition).
Prosody	<ul style="list-style-type: none"> Can read with expression and respond to punctuation to convey the meaning (following modelling).
Summarising	<ul style="list-style-type: none"> Can appropriately summarise a chapter of a book that they have read themselves. Can skim read a text and talk briefly about the main plot/idea. Can select an appropriate title/sub-heading for a passage of text (from a selection of given titles/sub-headings)
Predict	<ul style="list-style-type: none"> Can make sensible predictions about a character and the plot. Can make justifications about predictions.
Inference	<ul style="list-style-type: none"> Can make inferences about the author based on what has been read and word choice of the author.
Links	<ul style="list-style-type: none"> Can discuss how relationships between characters change/develop over time. Can talk about how the books/authors they have studied this year are similar/different from last year.
Love	<ul style="list-style-type: none"> Can start to describe which authors and text types they like to read for pleasure and can share opinions with peers. Can name at least 3 authors, including some of those studied this year or previous year (fiction and non-fiction). Name a poet and be able to discuss what their work is about (either this year or previous years).

Year 5	
	Expected
Decoding	<ul style="list-style-type: none"> Can read chapter books independently with increasing length and stamina.
Retrieval	<ul style="list-style-type: none"> Can use skimming and scanning skills to locate an answer to a retrieval question at speed.
Vocabulary	<ul style="list-style-type: none"> Can apply my growing knowledge of root words, prefixes and suffixes (listed in appendix 2) to read unknown words. Can discuss the meaning of new words using the context of the sentence.
Prosody	<ul style="list-style-type: none"> Can read with expression and respond to punctuation to convey the meaning with independence.
Summarising	<ul style="list-style-type: none"> Can summarise a book that they have read themselves. Can select an appropriate title/sub-heading for a passage of text and can explain why others are not as appropriate (with support). Can select a suitable summary for a traditional, formal poem from a multiple-choice selection.
Predict	<ul style="list-style-type: none"> Can make increasingly detailed predictions based on what has happened and information inferred and can justify these. Can modify predictions when reading and justify change of prediction with evidence from the text.
Inference	<ul style="list-style-type: none"> Can make inferences about the author's feelings/thoughts based on what has been read and word choice of the author. Can answer a range of inference questions about fiction and non-fiction. Can answer a range of inference questions about a poem.
Links	<ul style="list-style-type: none"> Can discuss and compare different genres comparing characters, themes, events and settings. Can begin to make links between settings and genres (e.g. forests/adventure)
Love	<ul style="list-style-type: none"> Can demonstrate a motivation for reading for pleasure. Can talk about a repertoire of books that they have read at home. Can begin to actively participate in a debate about favourite books, characters, themes or plots. Can name at least 4 authors, including some of those studied this year or previous years (fiction and non-fiction). Can confidently discuss a range of poets that they have studied.

Year 6	
	Expected
<u>Decoding</u>	<ul style="list-style-type: none"> Can read chapter books independently with increasing challenge, length and stamina.
<u>Retrieval</u>	<ul style="list-style-type: none"> Can confidently distinguish between fact and opinion within a text and explain answers.
<u>Vocabulary</u>	<ul style="list-style-type: none"> Can work out the meaning of unknown words using the context of the whole plot/setting etc - mostly accurately. Can evaluate how an author has used vocabulary to impact on the reader.
<u>Prosody</u>	<ul style="list-style-type: none"> Can confidently read texts using a range of tone and expression according to the text. Can confidently read to an audience that is not their class. Can alter the pace and volume of reading depending on plot/events.
<u>Summarising</u>	<ul style="list-style-type: none"> Can identify ideas from 2 short texts and can compare/contrast based on summaries.
<u>Predict</u>	<ul style="list-style-type: none"> Can challenge other people's predictions, justifying their viewpoint.
<u>Inference</u>	<ul style="list-style-type: none"> Can answer inference and evaluative questions with multi-point answers providing evidence (written recorded)
<u>Links</u>	<ul style="list-style-type: none"> Can track time throughout a book and discuss impact on the reader (e.g. flashbacks etc)
<u>Love</u>	<ul style="list-style-type: none"> Can name at least 5 authors, including some of those studied this year (fiction and non-fiction). Can confidently discuss a range of poets that they have studied and compare/contrast their work. Can demonstrate a motivation for reading for pleasure. Can talk about a repertoire of books that they have read at home. Can begin to actively participate in a debate about favourite books, characters, themes or plots.