

The Synergy Schools Federation - EYFS to Year 6 Reading Progression

Early Years Foundation Stage								
F	A	N	T	A	S	T	I	C
I can consider how a central character is feeling.	I can speak what a character might say.	I can see that the illustrations in a story could reveal the narrative.	I can see in pictures what a character is touching.	I can track text in an ordered way and listen out for action.	I can find pictures that would be interesting to smell.	I can use picture clues to talk about possible tastes in a story.	I can discuss my views in role (as a story character).	I can identify sounds in a story, e.g. Knock! Knock! Or Crash!
S	T	Y	L	I	S	T	I	C
I can use illustrations to show that a setting has changed in a story.	I can suggest why an author might make certain words bigger and/or bolder.	I can begin to notice if relationships are good or bad.	I can turn pages, knowing left page comes before right.	I can retrieve information from books.	I can find small and big problems in a story.	I can talk about the good and bad parts of a story.	I can talk about favourite illustrations.	I can retell what happens to central characters.
A	N	A	L	Y	T	I	C	S
I can notice how books by the same author/illustrator can be similar.	I can turn pages well, tracking print with my finger L-R, top to bottom.	I can blend CVC (consonant, vowel, consonant) words, e.g. cat.	I can control one-to-one matching (grapheme-phoneme correspondence).	I can tell a story from the pictures.	I can repeat words/phrases/sentences to check, confirm or modify my own reading.	I can find interesting information in non-fiction books.	I can show curiosity about the big ideas in stories/non-fiction.	I can guess what illustrations might be on the next page.

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Year One								
F	A	N	T	A	S	T	I	C
I can find dialogue that would make me feel a certain way.	I can read dialogue using characters' voices.	I can notice how writers describe different environments.	I can locate specific information to answer simple questions about touch.	I can read action scenes with the appropriate pace.	I can notice when a writer includes the sense of smell.	I can locate a 'celebration' in a story and say if the sense of taste is included.	I can notice when a character has a vivid imagination.	I can predict sounds that might occur in stories before they happen.
S	T	Y	L	I	S	T	I	C
I can notice how words and illustrations work together to create settings.	I can explain why authors might use charts and diagrams.	I can distinguish between friends and rivals, using picture clues and words to support my answers.	I can use pictures and words to clarify meaning.	I can discuss new things I have discovered from reading.	I can begin to talk about who helps or hinders a character with their problem.	I can talk about the big idea in a story.	I can respond to a text at many different levels, e.g. how different characters experience the same event.	I can explore good and bad events that have an impact on a character.
A	N	A	L	Y	T	I	C	S
I can begin to talk about authors.	I can understand how diagrams and charts work.	I can read words containing taught GPCs & endings (_s, _es, _ing, _ed, _er, _est).	I can begin to show sentence knowledge: self-correcting, substituting words that retain grammatical sense or contextual sense.	I can make choices about the books I like and explain why.	I can notice interesting words and explain how these support my personal ideas/opinions.	I can begin to make predictions based on textual features, e.g. 'Once upon a time', title, captions, blurb.	I can locate specific information that reflects the message of a story.	I can predict what might happen from illustrations and text.

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Year Two								
F	A	N	T	A	S	T	I	C
I can spot positive and negative emotions in a story.	I can read dialogue with expression.	I can find devices used by an author to create a setting/scene.	I can find examples of 'touch' words or sentences in stories and non-fiction.	I can generate questions in relation to the action in a story.	I can recognise that 'smells' can evoke particular moods and atmospheres.	I can explain how authors can reflect a sense of time and place using taste.	I can deduce what a character might be thinking, using both text and pictures.	I can locate relevant information about noise, noise levels and silence in stories and non-fiction.
S	T	Y	L	I	S	T	I	C
I can explain in detail where a story is set.	I can recognise the differences between front covers for non-fiction and stories.	I can categorise relationships and begin to use vocabulary from the text to describe the nature of them.	I can identify a story's beginning, middle and end.	I can generate questions before reading and later retrieve specific answers to my questions.	I can consider parallels between story characters' problems and real-life issues.	I can notice the dominant idea in a story and how characters reflect the theme.	I can identify interesting parts of a story/non-fiction text and explain why.	I can compare how one character is similar or different to others.
A	N	A	L	Y	T	I	C	S
I can notice how writers emphasise messages, e.g. CAPITALISATION, a sentence on its own, words and illustrations combined.	I can understand the differences between narratives and play scripts.	I can identify apostrophes used to show omissions and can pronounce the contracted forms correctly, e.g. can't, don't.	I can identify how words/phrases have been used to create effects, e.g. humour, atmosphere.	I can discuss how and why a story is similar/different to my personal experiences.	I can retrieve information from a text to support a personal argument.	I can make simple inferences about thoughts/feelings/reasons for actions.	I can locate specific information that reflects the message of a story.	I can predict what might happen next on the basis of more than one clue.

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Year Three								
F	A	N	T	A	S	T	I	C
I can talk about the correlation between story events and how a character feels.	I can recognise why testimonials might be used in persuasive texts.	I can find evidence of language that enables a reader to visualise scenes in a narrative.	I can retrieve examples of 'touch' and know the impact of these on the reader.	I can understand that a writer can slow down action scenes, e.g. longer sentences, detailed description of the setting.	I can consider how non-fiction writers, particularly recipe writers, appeal to our sense of smell, e.g. 'The sharp, citrusy aroma of fresh lemons'...	I can discuss stories that include many/no references to taste.	I can imagine a scene in a story because of the description used by the author.	I can identify negative sounds in a story, e.g. The window smashed loudly and the crash echoed down the corridor.
S	T	Y	L	I	S	T	I	C
I can identify words/phrases/clauses that enrich a setting.	I can consider the impact of colour and how this is used to attract attention.	I can notice how an author reveals the nature of a relationship through dialogue, actions and description.	I can provide simple explanations about events/information.	I can differentiate between facts and opinions in a non-fiction text.	I can provide advice for a central character.	I can find extracts to evidence how an author uses a theme to unify a story.	I can reflect on the most engaging aspects of a text.	I can infer a character's feelings, justifying my views with reference to the text.
A	N	A	L	Y	T	I	C	S
I can discuss the differing effects that authors have on readers.	I can adopt different reading styles according to text types.	I can decode words in context, using what I know about word beginnings and endings.	I can identify expressive and descriptive language and explain the effects.	I can begin to show empathy for a character's dilemma.	I can comment on features in a text using supporting evidence, e.g. A bad character is first revealed by 'a sly grin'.	I can make straightforward inferences, based on a single point of reference, e.g. He was upset because it says that he was crying.	I can explore underlying ideas and begin to sort and interpret the most important ones.	I can predict what might happen from two or more details (including illustrations).

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Year Four								
F	A	N	T	A	S	T	I	C
I can collect a range of evidence to reflect on a character's emotional responses to certain situations.	I can assess the effectiveness of alternatives to the word 'said'.	I can understand that authors use detailed descriptions to enable readers to build vivid mental pictures.	I can decide whether the main characters are 'tactile' through key action scenes.	I can understand the two types of 'action' in stories - major events and common actions.	I can explain how the sense of smell is used to reflect social, historical and cultural traditions.	I can identify why 'taste' is important in particular non-fiction texts.	I can understand that some characters are secretive about their real thoughts.	I can explore alternative sounds that could be included in a narrative to achieve differing outcomes.
S	T	Y	L	I	S	T	I	C
I can analyse the effectiveness of settings to certain parts of stories.	I can understand that layout choices by the author are deliberate, explaining why I believe certain decisions were made.	I can discuss how a relationship evolves from the beginning of a book to the end.	I can compare two texts and explain the similarities and differences.	I can sort facts into most/least significant in both stories and non-fiction.	I can identify the central problem of a story and how it is solved.	I can talk about the central theme of a text and summarise it, e.g. betrayal of loved ones.	I can analyse the effect of certain plot points on the reader.	I can recognise how characters are presented in different ways, using text references to justify my responses.
A	N	A	L	Y	T	I	C	S
I can comment on the success of texts in provoking particular responses.	I can identify vocabulary and symbolic features related to text-types.	I can decode unknown words from roots and spelling patterns.	I can notice that non-fiction writers use key words for cohesion.	I can talk with friends about books in an opinionated and extended way, i.e. four or five sentences orally.	I can locate information confidently, using ICT resources and skills such as text marking.	I can infer meaning from a text, applying my knowledge of the world.	I can recognise that different characters can represent different messages for readers.	I can predict what might happen from some implied details (including illustrations).

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Year Five								
F	A	N	T	A	S	T	I	C
I can consider the wealth of emotions a character experiences from beginning to end of a story.	I can recognise when characters' spoken words do not match their inner thoughts and actions.	I can assess the effectiveness of the sense of sight for the reader.	I can categorise positive and negative types of touch in a narrative.	I can identify key events and how they challenge characters and keep readers interested.	I can categorise positive and negative smells within a narrative and explain their functions in creating particular atmospheres.	I can understand that authors provide insight into character 'tastes' to heighten empathy.	I can imagine a character in a different scenario and, through textual evidence, explain how they might think.	I can identify how sounds can create tension and a sense of suspense in a story.
S	T	Y	L	I	S	T	I	C
I can analyse the importance of a setting to the plot line.	I can evaluate the effectiveness of layout devices used in non-fiction.	I can explain the nature of relationships between a central character and others, exploring the subtleties of actions and words.	I can paraphrase sections of a text and comment on their impact on the reader.	I can understand how 'opinion' can be stated as fact, particularly in persuasive texts.	I can explore the predictable nature of a problem and resolution in a story.	I can recognise the universal idea that stretches through an entire story, e.g. good over evil.	I can see how chain reactions are established and understand their impact on a central character.	I can discuss the author's effectiveness in developing authentic characters.
A	N	A	L	Y	T	I	C	S
I can recognise how authors are able to manipulate reader responses.	I can show understanding of structure and language features in a range of non-fiction texts.	I can use grammar clues to make plausible guesses, e.g. It must be a verb as one is needed in this clause.	I can recognise common language devices used in non-fiction/story writing, e.g. hyperbole, quotes, persuasion.	I can discuss how a text comments on our society and culture.	I can skim and scan non-fiction texts to speed up research.	I can recognise how literary devices are used by an author to create intrigue and suspense.	I can discuss how a story message changes, depending on the historical context of a story.	I can predict what might happen from two or more details.

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Year Six								
F	A	N	T	A	S	T	I	C
I can consider how different characters can have different emotional responses to the same event(s).	I can ask pertinent questions about a text.	I can explain what an author wants the reader to see and the details that reveal this.	I can assess characters' perceptions of other characters and consider the physical interactions between them.	I can consider how action can be used to reinforce a character's development or to challenge our perceptions.	I can evaluate if 'smells' are a strong feature of an author's work.	I can reflect on the use of 'taste' in a narrative and assess its impact.	I can identify occasions when an author alters the reader's insight into a character's mind.	I can trace different soundscapes in a narrative and their effects.
S	T	Y	L	I	S	T	I	C
I can analyse how a story is set during a certain era, season or time of day.	I can consider the benefits of a themed and linked approach across a non-fiction/narrative text.	I can reflect on characters' personalities through the relationships they foster/reject.	I can explore a text's meaning for different readers.	I can explore in detail the potential interpretations of an author and his/her opinions.	I can identify when an author builds an increasing sense that something is problematic.	I can identify the main theme in a text, as well as subsidiary themes.	I can analyse 'hard-hitting' aspects of a text and explain why they are so powerful.	I can provide clear evidence of a character's motivations, decisions and actions.
A	N	A	L	Y	T	I	C	S
I can consider writerly advice to help an author improve their work.	I can explicitly state why a text fits a particular genre.	I can draw conclusions about grammatical devices used by the writer to contribute to the overall effect.	I can comment on how language choices contribute to a text's overall effectiveness.	I can recognise how a writer's point of view can influence a reader's point of view.	I can support my critique with multiple references that work towards a clear point.	I can draw conclusions about characters/plot/events that go beyond the words.	I can consider the validity of a book's message for the reader and for society today.	I can predict what might happen from some details implied and stated.