

Pupil Name	
Subject	English
Curriculum Area	Reading
Strand	Reading Comprehension

Step 1

Progress Step	Skill	Achieved	Evidence
1.1	Joins in with some actions or repeats some words, rhymes and phrases when prompted		
1.2	Joins in discussion when sharing books/texts		
1.3	Listens to stories from books that contain pictures and text		
1.4	Reads picture books on their own		
1.5	Recognises when the story has finished		
1.6	Selects the correct book by looking at pictures on the cover, e.g. "Find me the book about tigers"		
1.7	Selects appropriate objects from pictorial cues, e.g. selects a scarf from a range of clothes when shown wintery images		
1.8	Shows they want to know what happens next in a story		
1.9	Sits in a small group with a member of staff for a story		
1.10	Begins a rhyme when a specific page observed		
1.11	Describes pictures from books in simple terms		
1.12	Focuses on what is being read, e.g. looking at the picture relating to the part of the story being read		
1.13	Recognises if the storyteller changes the story		
1.14	Recognises a specific character in different context		
1.15	Recognises that pictures tell stories		
1.16	Shares a book for five minutes		
1.17	Assists with one-to-one matching activities, e.g. setting the table		
1.18	Sits quietly when listening to a story		
1.19	Starts reading at the front of the book		
1.20	Matches pictures to objects		
1.21	Touches a specific image on a screen		
1.22	Turns pages with care		
1.23	Asks a simple 'What/where/who ... ?' question		
1.24	Matches an object to another object		
1.25	Looks at the object, person, or event to which a member of staff is referring		
1.26	Indicates correctly pictures of characters and objects in response to questions such as 'Where is (the)...?'		
1.27	Shares book with a member of staff and another peer		
1.28	Shows anticipation about what is going to happen, e.g. by turning the page		

Step 2

Progress Step	Skill	Achieved	Evidence
2.1	Joins in with predictable phrases or refrains of a familiar story or rhyme		
2.2	Demonstrates understanding of a familiar story/rhyme read to them, e.g. by answering questions, such as 'Where is he/she/it?', 'Who is this?', 'What is he/she/it doing?'		
2.3	Re-enacts simple stories		
2.4	Brings a favourite book to be read		
2.5	Holds the book while sharing it		
2.6	Looks at the left-hand page first		
2.7	Opens a book at the first page		
2.8	Predicts what will happen in a repetitive story		
2.9	Predicts the ending of a sentence		
2.10	Questions the reader if part of the story alters		
2.11	Relates an experience to an event or story		
2.12	Talks about their favourite character in a story		
2.13	'Reads' their writing aloud		
2.14	Communicates how a story or poem makes them feel		
2.15	Derives meaning from text in the environment, e.g. brand names, cereal packets, road signs, etc.		
2.16	Describes their own experience using collected pictures		
2.17	Explains how a character might be feeling, e.g. Jack was running because he was "scared"		
2.18	Reacts excitedly when hearing familiar stories		
2.19	Repeats specific lines when 'reading' independently		
2.20	Shows interest in a narrative/story by asking for it again or continuing a conversation about it		
2.21	Sits in group and listens to a story		

Step 3

Progress Step	Skill	Achieved	Evidence
3.1	Responds to questions that require simple recall		
3.2	Recounts a short sequence of events, e.g. by sequencing images or manipulating objects		
3.3	Describes an action of the character		
3.4	Describes an event in a story		
3.5	Joins in discussion about a story		
3.6	Looks at pictures and books for information		
3.7	Names several characters in a story		
3.8	Recognises that a picture relates to the text		

3.9	Responds to situations in a story, e.g. by laughing		
3.10	Treats books with care		
3.11	Explains simply why they liked or disliked the story		
3.12	Draws or paints a picture to illustrate an event or a story		
3.13	Explains what is happening in a picture		
3.14	Finds any letter/word/page in a book they are reading		
3.15	Offers a phrase or short sentence to describe how a character felt, the character and the scene		
3.16	Puts stories into simple categories, e.g. funny books, rhyming books, etc.		
3.17	Recognises situations in a story, e.g. danger, surprise, etc.		
3.18	Identifies the subject of a non-fiction book		
3.19	Suggests what might happen to a character after reading part of a story		
3.20	Suggests what a story may be about after reading the title		
3.21	Uses the terms 'beginning' and 'end' when describing a book		

Step 4

Progress Step	Skill	Achieved	Evidence
4.1	Talks about events in the story they were read and links them to their own experiences		
4.2	Retells some of the story told by an adult		
4.3	Gives a simple description of a character from a story		
4.4	Answers literal questions about a familiar book that is read to them		
4.5	Takes turns with others in discussions about what they have read or listened to		
4.6	Gives simple reasons behind events in text		
4.7	Suggests why a text has that title		
4.8	Expects the text to make sense		
4.9	Recognises simple words and phrases previously discussed in a text they have read		
4.10	Relates new words to ones already known		
4.11	Responds to rhyme and pattern		
4.12	Joins in with rendition of short poem or rhyme		
4.13	Listens to and discusses a range of literature, e.g. picture stories, traditional tales, rhymes with predictable repetitive patterns		
4.14	Recites a simple four-line rhyme or verse by heart		

Step 5

Progress Step	Skill	Achieved	Evidence
5.1	Answers questions in discussion and makes simple inferences in a familiar book that is read to them		
5.2	Relates an event from a story to their own experience, retelling their experience with some detail		

5.3	Relates the feelings of a character from a story to their own		
5.4	Gives an alternative ending to a text read		
5.5	States what they think might happen next in a text		
5.6	Finds a word or phrase in the text to support their ideas		
5.7	Asks questions about the text to aid understanding		
5.8	Self-corrects errors in own reading		
5.9	Rediscovered the meaning of the text with prompts		
5.10	Relates a word or phrase from the text to what has been discussed or read previously		
5.11	Identifies words with similar meanings		
5.12	Asks for help to understand an unknown word		
5.13	Points out common language used in stories, e.g. once upon a time		
5.14	Locates and uses an index page when directed and supported		
5.15	Accesses a simple picture dictionary		
5.16	Locates books in the school library		
5.17	Identifies how information has been presented, e.g. as lists, using labels, etc.		
5.18	Retells a growing range of stories or traditional tales, using simple prompts for the key points		
5.19	Describes how points are related in a text with support, e.g. having attention drawn to conjunctions such as next, soon, after, etc.		
5.20	Simply explains a difference between fact and fiction		
5.21	Recites rhyme or poem by heart		
5.22	Listens to, discusses and gives own views on fiction and diversely organised non-fiction at a level above their reading ability		

Step 6

Progress Step	Skill	Achieved	Evidence
6.1	Explains what has happened so far in what they have read		
6.2	Retells the main events or key information in a text		
6.3	Retells a wider range of fairy stories and traditional tales		
6.4	Relates their own experience and feelings to a character's in a story with specific detail		
6.5	Identifies some key features of story book language		
6.6	Checks the meaning and spelling of a word using a dictionary		
6.7	Locates information using headings		
6.8	Reads and uses a simple index		
6.9	Finds information using the contents page in a book		
6.10	Explains how texts are organised, e.g. with headings, in a specific order, etc.		
6.11	Describes the layout of the text and how it helps the reader, e.g. headings in non-fiction		
6.12	Identifies familiar vocabulary used to link points, e.g. next, after, secondly		

6.13	Suggests the meaning of new words using clues in the text		
6.14	Sustains interest when reading longer texts that interest them		
6.15	Listens to and reads a wider range of fiction and non-fiction, e.g. encyclopaedias, plays, poetry, reference books, etc.		
6.16	Discusses what they have read or heard with others, listening to their opinions and simply stating their own		
6.17	Finds key words and phrases when responding to questions		
6.18	Answers questions and makes some inferences in a familiar book they can already read accurately and fluently		
6.19	Recites a short poem with correct intonation		
6.20	Checks a text makes sense to them in a familiar book they can already read accurately and fluently, correcting any inaccurate reading		

Step 7

Progress Step	Skill	Achieved	Evidence
7.1	Makes links between the books they are reading and other books they have read (in books they are reading independently)		
7.2	Explains the meaning of a simple or common metaphor		
7.3	Pinpoints vocabulary that captures interest and imagination, explaining why in simple terms		
7.4	Performs poetry or play scripts showing understanding through intonation, tone, volume and action, learning a wider range of simple poetry by heart		
7.5	Retells a story orally, including the main themes and ideas		
7.6	Identifies some of the common characteristics of fictional texts, e.g. dialogue, settings, etc.		
7.7	Identifies the main conventions and genres of different text types, giving simple examples		
7.8	Differentiates between fiction and non-fiction and uses terms correctly		
7.9	Finds the meaning of an unknown word using a dictionary		
7.10	Sustains interest when reading longer texts		
7.11	Recognises the purpose of a text, e.g. inform, amuse		
7.12	Reads for a range of purposes, choosing books which are structured differently and are of differing lengths and challenges		
7.13	Reads, discusses and gives their own views on a range of literature, e.g. myths and legends, plays, poetry, reference texts		
7.14	Summarises main points taken from more than one paragraph		
7.15	Sorts individual statements into fact and opinion and into fact and fiction		
7.16	Identifies main ideas taken from more than one paragraph		
7.18	Makes inferences in a book they are reading independently		
7.19	Justifies their opinion with references to text		
7.20	Talks about their understanding of text in their own words, using given technical terms, e.g. theme or moral		

7.21	Asks questions to help clarify what they have read		
7.22	Identifies some of the characteristics of poetic forms, e.g. limericks, verses		
7.23	Gives an example of onomatopoeia		
7.24	Participates actively in discussions about books, taking turns to speak and listen to others		
7.25	Retrieves and records information from non-fiction texts found using their own structure		
7.26	Makes a plausible prediction about what might happen on the basis of what has been read so far in a book they are reading independently		

Step 8

Progress Step	Skill	Achieved	Evidence
8.1	Asks questions designed to clarify or extend their understanding		
8.2	Works out the meaning of words from the context		
8.3	Acknowledges when a book or text does not make sense, discussing their understanding of new or unknown vocabulary with staff and peers		
8.4	Performs poetry or plays confidently so meaning is clear through intonation, tone and volume		
8.5	Learns a wider range of poems by heart		
8.6	Makes comparisons within and across books		
8.7	Identifies key differences in a range of genres		
8.8	Explains how meaning is made clearer through the type of language and specific text presentation		
8.9	Retrieves and records information from non-fiction texts		
8.10	Describes how authors handle the same theme in different ways		
8.11	Identifies the characteristics of poetic forms, e.g. rhythm, sound patterns		
8.12	Identifies characteristics of fictional texts, e.g. characters, dialogue, settings, themes		
8.13	Identifies the conventions of range of styles of writing		
8.14	Recommends a book to a peer which fulfils their specific requirements		
8.15	Predicts what might happen from details stated and implied		
8.16	Reads silently for extended periods		
8.17	Identifies persuasive language		
8.18	Evaluates how authors use language, including figurative language, considering the impact on the reader		
8.19	Pinpoints an underlying meaning or theme		
8.20	Suggests what a character's actions, motives or thoughts infer		
8.21	Explains and discusses their understanding of what they have read, drawing inferences and justifying these with evidence		

8.22	Summarises information from more than one paragraph, noting key details which support the main ideas		
8.23	Summarises main ideas, identifying key details and using quotations for illustration		
8.24	Expresses their views on a text with others, giving examples of elements they liked, e.g. structure, vocabulary choices or use of figurative language		
8.25	Demonstrates understanding of what they have read by confidently taking part in debates, discussions and presentations		
8.26	Retrieves information from non-fiction		
8.27	Demonstrates understanding of a range of figurative language, e.g. finding an example of and explaining metaphors		
8.28	Challenges others' views courteously when discussing texts		
8.29	Skims and scans for information		
8.30	Distinguishes between fact and fiction, and fact and opinion		
8.31	Reads aloud with intonation which demonstrates understanding		
8.32	Listens and responds to others' views about the texts they have read, showing an appreciation that views may differ		
8.33	Reads, discusses and gives their own views on a range of literature, e.g. non-fiction, plays, poetry		
8.34	Justifies their reasoning simply, including examples from the text if appropriate		

Step 9

Progress Step	Skill	Achieved	Evidence
9.1	identifies and discusses the conventions of a wide range of writing		
9.2	Recommends texts to their peers, giving clear and concise reasons why		
9.3	Reads an increasing range of challenging books and text types for a range of purposes, both fiction and non-fiction		
9.4	Compares sequels and the development of characters		
9.5	Selects and combines some information from different texts, including textual references and quotations with some success		
9.6	Justifies their answers using examples from the text		
9.7	Summarises key information from each section in a text		
9.8	Asks questions and leads discussions which will further their understanding of a text		
9.9	Identifies and interprets some implicit information and ideas		
9.10	Identifies and comments on the writers' general purpose and viewpoint, and the overall effect of the text on the reader with some success		
9.11	Compares obvious and some subtle connections across texts which are informed by linguistic and literary concepts and methods		
9.12	Explores simply, the language, form, structure and graphology (where relevant) used by a writer to create meanings and effects using some relevant terminology where appropriate		

9.13	Takes an active role in discussions about books or texts they have read or had read to them		
9.14	Recognises a range of poetic conventions and explains how they have been used		
9.15	Explains the meaning of figurative language used, showing an appreciation of the difference from the literal interpretation		
9.16	Demonstrates understanding of the significance and/or influence of a text, e.g. the social or cultural contexts of when it was written or received		
9.17	Often maintains a critical style, developing a more assured personal response, at times confidently		
9.18	Gives clear, well-reasoned justifications for their views, using simple quotes from the text to back up their ideas		