Aycliffe Community Primary School
Progress Map Speaking and Reading

Year 1 Speaker	Year 2 Speaker	Year 3 Speaker
•I speak clearly and confidently in front of people in my class. •I re-tell a well known story and remember the main characters. •I hold attention when playing and learning with others. •I keep to the main topic when we are talking in a group. •I ask questions in order to get more information. •I start a conversation with an adult I know well or with my friends. •I listen carefully to the things other people have to say in a group. •I join in with conversations in a group. •I join in with role play.	•I ask question to get more information and clarify meaning. •I talk in complete sentences. •I decide when I need to use specific vocabulary. •I take turns when talking in pairs or a small group. •I am aware that formal and informal situations require different language (beginning). •I retell a story using narrative language and linking words and phrases. •I hold the attention of people I am speaking to by adapting the way I talk. •I understand how to speak for different purposes and audiences (beginning). •I perform a simple poem from memory.	•I sequence and communicate ideas in an organised and logical way, always using complete sentences. •I vary the amount of detail and choice of vocabulary, depending on the purpose and the audience. •I take a full part in paired and group discussions. •I show that I know when Standard English is required and use it (beginning). •I retell a story using narrative language and add relevant detail. •I show that I have listened carefully because I make relevant comments. •I present ideas or information to an audience. •I recognise that meaning can be expressed in different ways, depending on the context. •I perform poems from memory adapting expression and tone as appropriate.
Year 4 Speaker	**Year 5 Speaker**	**Year 6 Speaker**
•I ask questions to clarifyor develop my understanding. •I sequence, develop and communicate ideas in an organised and logical way, always using complete sentences. •I show that I understand the main point and the details in a discussion. •I adapt what I am saying to the needs of the listener or audience (increasingly). •I show that I know that language choices vary in different contexts. •I present to an audience using appropriate intonation; controlling the tone and volume so that the meaning is clear. •I justify an answer by giving evidence. •I use Standard English when it is required.	•I engage the listener by varying my expression and vocabulary. •I adapt my spoken language depending on the audience, the purpose or the context. •I develop my ideas and opinions, providing relevant detail. •I express my point of view. •I show that I understand the main points, including implied meanings in a discussion. •I listen carefully in discussions. I make contributions and ask questions that are responsive to others' ideas and views. •I use Standard English in formal situations. •I am beginning to use hypothetical language to consider more than one possible outcome or solution.	•I talk confidently and fluently in a range of situations, using formal and Standard English, if necessary. •I ask questions to develop ideas and take account of others' views. •I explain ideas and opinions giving reasons and evidence. •I take an active part in discussions and can take on different roles. •I listen to, and consider the opinions of, others in discussions. •I make contributions to discussions, evaluating others' ideas and respond to them. •I sustain and argue a point of view in a debate, using the formal language of persuasion. •I express possibilities using hypothetical and speculative language.

•I perform poems or plays from memory, conveying ideas about characters and situations by adapting expression and tone.	•I perform my own compositions, using appropriate intonation and volume so that meaning is clear. •I perform poems and plays from memory, making careful choices about how I convey ideas. I adapt my expression and tone. •I begin to select the appropriate register according to the context.	•I engage listeners through choosing appropriate vocabulary and register that it is matched to the context. •I perform my own compositions, using appropriate intonation, volume and expression so that literal and implied meaning is clear. •I perform poems and plays from memory, making deliberate choices about how to convey ideas about characters, contexts and atmosphere.

Year 1 reader			
Aspect	**Autumn**	**Spring**	**Summer**
Applying Phonics	I know when to use phonic knowledge to decode words. I read common words using phonic knowledge, where possible. I read words of more than one syllable that contain taught GPCs. I read phonically decodable texts.	I know which parts of words can be decoded using phonics. I blend sounds in unfamiliar words based on known GPCs. I read words with familiar endings -s, es, ing, ed, er, est. I read words which have the prefix –un added. I read phonically decodable texts, with confidence. I divide words into syllables, for example, pocket, rabbit, carrot, thunder, sunset.	I hear and recognise all 40+ phonemes. I match all 40+ graphemes to their phonemes (Phase 3). I identify all 40+ graphemes in my reading. I know that words can have omitted letters and that an apostrophe represents the omitted letters. I find contractions in my reading. I read words with contractions. I read compound words, for example, football, playground, farmyard, bedroom.
Reading for Pleasure	I know that there are different kinds of books. I know the difference between a story book and an information book. I can find the title, author and the illustrator of a book. I know some familiar stories. I recognise familiar story language.	I say what I like or dislike about a book. I say if a story reminds me of another story or something that I have experienced. I listen to others' ideas about a book. I find familiar story language in stories read aloud to me or ones I have read independently. I retell key stories orally using narrative language. I recognise rhyming language.	I say whether I agree or disagree with other's ideas. I say whether I agree or disagree with others' ideas. I say why I agree or disagree with ideas. I recognise repeated or patterned language. I recognise patterned language in the poems and rhymes I know. I know some poems and rhymes by heart.
Reading Accurately, with Fluency and with Understanding	I use picture clues to support my understanding. I use picture cues to deepen my understanding. I identify the characters in a story. I recognise a character's feelings.	I use prior knowledge to understand texts. I identify unfamiliar words and ask about meaning. I use the context to make informed guesses about the meaning of unfamiliar words.	I discuss the meaning of unfamiliar words with others. I know that stories can have similar patterns of events. I make links to other stories. I make links with characters in other stories.

	I say why a character has a feeling.	I make predictions based on the events in the story. I give an opinion about a character. I know that stories can have similar characters.	I can answer retrieval questions about a book. I use information from the story to support my opinion. I understand that a writer can leave gaps for the reader to fill. I answer questions which fill the gaps in a story. (Inference)
Year 2 reader			
Applying Phonics	I understand the importance of decoding words automatically. I understand that some words cannot be decoded with phonic strategies. I use the graphemes taught to blend sounds. I know that phonemes may be represented by different graphemes. I know that familiar words do not need to be sounded out and blended. I read these familiar words automatically and accurately without sounding or blending.	I know that the same grapheme may be read in different ways. I recognise alternatives and consider which will make more sense. I recognise syllables in words. I know that breaking words into syllables helps fluent decoding. I know that other strategies can be used to read unfamiliar words. I use other strategies to support fluent decoding.	I read words of two or more syllables accurately. I read aloud books closely matched to my improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. I read these books fluently and confidently.
Reading for Pleasure	I know that there are different kinds of stories. I listen to or read a range of different kinds of stories. I make choices about the books I read. I know that non-fiction books are organised differently from fiction texts. I know that books or texts have a purpose.	I explain why I prefer certain books or stories. I can retell stories with the key events in the correct sequence. I can retell a story with the key events and the characters. I know how to find information in a non-fiction book. I identify the purpose of a book or a text. I know that books and stories are set in different places and times.	I decide how useful a non-fiction book is to find the information I need. I can find the setting or time in books or stories. I can discuss the setting or time in books.
Reading for Pleasure - Poetry	I know the difference between poetry and narrative I know that there are different kinds of poetry. I listen to different kinds of poetry. I talk about books or poems read.	I talk about the meaning of different poems. I recognise that a poem can tell a story. I learn a poem by heart. I give an opinion on books or poems read. I find favourite qwords and phrases.	I recite or perform a poem making the meaning clear. I talk about favourite words and phrases. I know that word choice affects meaning. I can explain why a writer has chosen a word to affect meaning.

	I know that stories and poems can have patterned or recurring literary language.	I find patterned or recurring literary language in poems and stories.	
Reading Accurately, with Fluency and with Understanding	I know that the purpose of reading is to make meaning. I know that there is a range of decoding strategies. I check that text I read makes sense. I re-read when I have lost the meaning.	I self-correct when I have lost the meaning. I use prior knowledge and reading experiences to understand text. I use the context to understand texts. I ask questions to clarify understanding. I can find the answers to retrieval questions about stories, poems or non-fiction texts. I recognise that a writer can have a message for the reader. I can make predictions about possible events.	I know what the inference -'reading between the lines'-means. I find inferences about characters' feelings and thoughts. I can explain inferences about characters' feelings and thoughts. I give reasons for characters' actions or behaviour. I recognise key ideas in a text. I can explain a writer's message. I can make predictions about how characters might behave.
Year 3 Reader			
Applying Phonics	I know that phonics is one strategy to help me read unfamiliar words. I know when phonic strategies will help me to read a word and when they will not. I know what a root word is. I understand how to use a root word to help me read unfamiliar words. I use root words to help me read unfamiliar words. I use root words to help me understand the meaning of unfamiliar words. I know what prefixes and suffixes are. I understand how prefixes and suffixes can change the meaning of a word. I prefixes and suffixes to read unfamiliar words. I prefixes and suffixes to understand the meaning of unfamiliar words.	I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I know that some words may have a similar pronunciation but may be written differently. I know that some of these are unusual. I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. I know that unfamiliar words can be read by using knowledge of similar words (analogy).	I use analogy, drawing on the pronunciation of similar known words to read others.
Reading for Pleasure	I know that there are different kinds of narrative stories. I understand that a sequence of events in a narrative is called the plot. I can identify the plot in a narrative.	I understand that narratives can have differently structured plots. I talk about the different plot structures in genres read. I know that writers choose words and language to create an effect on the reader.	I recognise the literary language typical of narrative genres read. I recognise words and language that show the setting of a book –historical, cultural or social.

	I use a dictionary to check or find the meaning of new words. I know that there are different kinds of non-fiction books. I know that non-fiction books are structured in different ways. I know how to use a non-fiction book to find identified information. I identify any words that are unfamiliar.	I find effective words and language in reading that writers have used to create effects. I discuss a range of narrative stories and their similarities and differences. I choose books for specific purposes. I discuss the meaning of unfamiliar words identified.	I explain why a writer makes choices about words and language used. I discuss meaning of specific or unusual words used by authors to create effects. I explain why a writer has chosen specific words and language. I record words and language from reading to use in my own writing. I make connections between books written by the same author. I re-tell some of stories written by the same author by heart.
Reading for Pleasure - Poetry	I know that there are different forms of poetry. I recognise and name different types of poems which have been introduced. I know that words and language in poems create effects.	I can discuss the meaning of words and language in poems. I understand that there can be more than one interpretation of a poem. I understand that the meaning of poems can be enhanced through performance. I watch performances of poems.	I discuss how the meaning is enhanced through performance. I identify that intonation, tone, volume and action can be used to enhance meaning. I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
Reading Accurately, with Fluency and with Understanding	II check understanding in any book or text that I read. I ask questions to ensure understanding of a text. I know that there will be unfamiliar words in a text. I know that texts have a main idea and I can identify it. I know that the organisation and layout of a book helps me to understand it. I know how to find key words or information in a non-fiction text.	I ask questions to deepen understanding of a text. I use the context of unfamiliar words to explain their meaning. I give a personal response to a text.I use evidence from the text to support my response. I use clues from the text to predict what might happen next. I know that the main idea in a narrative may also have a message for the reader. I know that the message in a book is called the theme. I recognise that books may have similar themes. I understand that the organisation and layout may be different according to the purpose of the book. I record key words or information found in a non-fiction text.	I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. I explain my personal response. I listen to others' personal responses to a text. I adapt own response in the light of others' responses. I know that characters' actions can tell the reader about their thoughts, feelings and motives. I infer characters' feelings, thoughts and motives from their actions. I give reasons for predicting what might happen next. I identify the organisation and layout in books. I explain how the organisation and layout helps me to understand it.
Year 4 Reader			

Applying Phonics	I know that phonics is one strategy to read unfamiliar words. I know when phonic strategies will help to read a word and when they will not. I use knowledge of root words to help me read unfamiliar words. I use root words to help me understand the meaning of unfamiliar words. I use knowledge of learned prefixes and suffixes to help me read unfamiliar words. I use prefixes and suffixes to help me understand the meaning of unfamiliar words.	I apply knowledge of root words, prefixes and suffixes to help me read aloud and to understand the meaning of unfamiliar words. I know that many words may have a similar pronunciation but may be written differently, and I know that some of these are unusual. I use knowledge of unusual phoneme/grapheme correspondences to help me read unfamiliar words. I know that unfamiliar words can be read by using knowledge of known similar words (analogy). I use analogy drawing on the pronunciation of similar known words to read others	
Reading for Pleasure	I know that there is a range of narrative stories. I discuss the range of narrative stories introduced so far and consider differences and similarities. I understand that these have different plot patterns. I know that the plot develops in different ways according to the plot pattern. I use a dictionary to check or find the meaning of new words. understand that writers open stories in different ways. I find similarities in the books I read.	I understand that a writer can use patterned language for effect. I find examples of patterned language for effect. I identify words and language that show the setting of a book –historical, cultural or social. I know that writers choose words and language to show atmosphere, mood or feelings. I find words and language in my reading that writers have used to show atmosphere, mood or feelings. I identify different openings in different books and I can compare	I explain how the writer has used words and language to show the setting of a book. I explain how the words and language used show atmosphere, mood or feelings. I explain why a writer has chosen specific words and language to create mood, atmosphere or feelings. I record words and language from my reading to use in my own writing. I find similarities in the use of language and openings in books experienced.
Reading for Pleasure - Poetry	I know that there are different forms of poetry. I know that *words* and language in poems create effects.	I recognise and name different types of poems which have been introduced to me. I explain the effect created by the poet's choice of words and language. I know that poems may have patterned language. I find examples of patterned language in the poems I read. I explain the effect of patterned language in poems and why a poet might use it.	I discuss how the meaning of a poem is enhanced through performance. I identify that intonation, tone, volume and action can be used to enhance meaning. I prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.

		I understand that the meaning of poems can be enhanced through performance. I enjoy watching performances of poems.	
Reading for understanding	I frequently empathise with a character. I identify the main idea/s of a text. I know that the main idea of a text can be summarised in a sentence. I know that many books have themes. I discuss the possible theme/s in books. I identify a theme in a book. I know that the organisation and layout of books vary according to the purpose of the book.	I understand that a reader needs to interact with a text to understand it fully. I check understanding in any book or text read. I actively seek the meaning of any words or language not understood. I ask questions to ensure understanding of a text. I check the meaning of any unfamiliar words through questioning, discussion or use of dictionaries. I understand that a writer wants the reader to respond in a certain way. I explain how the writer made sure of the reader's response, using evidence from the text. I compare with others' personal responses to a text. I understand why a character acted, responded or felt in a certain way. I make predictions based on the text and from knowledge from other books. I identify the main idea in paragraphs in a text. I summarise the main idea of a text in a sentence. I find evidence which shows what the theme is in a book. I explain why the evidence shows what the theme is. I use the organisation and layout of a book to find specific information. Irecord key words or information found	I ask questions to deepen understanding of a text –between and beyond the lines. I find where the writer has written to make the reader respond in a certain way. I adapt my own response in the light of others' responses. I understand why a writer wanted the character to respond in a certain way. I infer meaning using evidence from events, description and dialogue. I make connections with books with similar themes. I skim to find specific information on a page or in a paragraph. I scan a page or paragraph to find key words or information.
Year 5 Reader			
Applying Phonics	I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.		

	I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
Reading for Pleasure –maintaining a positive attitude about reading	I know that there is a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts. I know that these are structured in different ways. I know that non-fiction texts are structured to guide the reader to information. I can explain how the structure guides the reader to find specific information. I find words and language that are used for effect. I can explain how the words and language create a precise effect.	I discuss and explain how and why different books have different structures. I can explain why I enjoyed a book or poem and who might also enjoy it. I evaluate the usefulness of a non-fiction book to research questions raised. I understand that a writer moves events forward through a balance of dialogue, action and description. I record effective words and language from reading to use in my own writing.	I can explore how dialogue is used to develop character. I can explore how actions are added to dialogue to move events forward. I understand that writers use language for precise effect. I understand that this may include precise nouns, precisely chosen adjectives, well developed noun phrases, similes, metaphors, personification etc. I understand that a writer uses different sentence structures and techniques to create effects. I can explore the structures and techniques used. For example, short sentences, rhetorical questions, ellipsis, flashbacks. I can record examples of effective techniques and structures from reading to use in my writing.
Reading for Pleasure -comprehension	I understand that there will be unfamiliar words in the texts I read. I use dictionaries to check or find the meaning of unfamiliar words. I ask questions to improve my understanding. I re-read to check that the text is meaningful. I draw inferences such as inferring characters' feelings, thoughts and motives from their actions at different points in the text.	I use meaning-seeking strategies to explore the meaning of words in context. I understand that inferences can be drawn from different parts of the text. I justify inferences with evidence from the text. I make predictions from evidence found and implied. I summarise the main ideas drawn from a text.	I use meaning –seeking strategies to explore the meaning of idiomatic and figurative language. I understand that inferences can be made by reading between and beyond the lines. I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. I explain how the context of a text reflects the reaction of the audience it was written for.

Reading for Pleasure –justifications for views	I give a personal point of view about a text. I explain the reasons for my viewpoint, using evidence from the text. I listen to others' ideas and opinions about a text. I make connections between other similar texts, prior knowledge and experience. I explain why there are connections, using evidence. I compare books with similar themes.	I build on others' ideas and opinions about a text in discussion. I question others' ideas about a text. I compare different versions of texts. I explain the similarities and differences between different versions of texts. I explain how books written in different contexts can have similar themes.	I evaluate the effectiveness of different versions of texts.
Retrieving Information from Text	I identify key information from my text. I summarise key information in sentences. I find key information from different parts of the text. I understand the difference between fact and opinion. I find examples of fact and opinion in texts and explain why one is fact and the other opinion.	I use skimming and scanning to find the information I need. I make notes on the information I need. I organise my notes and present information. I summarise key information from different parts of the text. I present an oral overview or summary of a text. I understand that a narrative can be told from different points of view –narrator, character. I identify the point of view in a narrative. I understand that the writer may have a viewpoint.	I explore how events are viewed from another perspective. I explain the writer's viewpoint with evidence from the text. I identify the writer's viewpoint, for example, how different characters are presented.
Year 6			
Applying Phonics	I apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words. I read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.		
Reading for Pleasure –Maintaining a positive attitude about reading	I am familiar with a range of narrative genres which includes classic and traditional stories, myths and legends, poems and play scripts.	I know that non-fiction texts may include a creative, fictional element. I can explain how the choices a writer has made about the structure of a text support its purpose.	I know that style and vocabulary are linked to the purpose of the text. I can explain how the style and vocabulary are linked to the purpose of the text, using evidence.

	I know that texts can have elements of more than one text type. I identify the elements included in a text type. I can explain why I enjoyed a book or poem and who might also enjoy it. I evaluate the usefulness of a non-fiction book to research questions raised.	I can make predictions using knowledge of the conventions of different genres and text types. I understand that non-fiction texts may present the same information with different viewpoints. I identify the characteristics of a writer's style. I know that the word and language choices support the writer's purpose. I can record examples of words and language from reading to use in my own writing.	I evaluate the usefulness of different non-fiction texts by comparing how different writer's present the same information. I can explain the characteristics of a writer's style, using evidence. I can explain how the word and language choices support the writer's purpose, using evidence. I can explain how the techniques and structures used support the writer's purpose, using evidence. I record examples of techniques and structures from reading to use in my own writing. I can comment on the effectiveness of the writer's use of language structures and techniques.
Reading for Pleasure – comprehension	I understand that there will be unfamiliar words in the texts I read. I use dictionaries to check or find the meaning of unfamiliar words. I use meaning-seeking strategies to explore the words in context. I use meaning –seeking strategies to explore the meaning of idiomatic and figurative language.	I ask questions to improve and deepen my understanding. I re-read to check that the text is meaningful. I know that a text may need to be read slowly or re-read to deepen my understanding. I know that texts have different layers of meaning –between the lines and beyond the lines. I summarise the main ideas drawn from a text.	I can find the different layers of meaning in a text. I can explain how they contribute to the reader's understanding of the overall meaning, characters, themes. I make predictions from evidence found and implied. I know that the context in which it was written can affect a text. For example, a classic text reflects how an audience of that time will react. I can explain how the context of a text reflects the reaction of the audience it was written for.
Reading for Pleasure – justifications for views	I give a personal point of view about a text. I can explain the reasons for a viewpoint, using evidence from the text. I listen to others' ideas and opinions about a text.	I build on others' ideas and opinions about a text in discussion. I question others' ideas about a text. I make connections between texts which may not initially seem similar. I can explain why there are connections, using evidence.	I identify themes in books which have different cultural, social or historical contexts. I compare and contrast themes in a range of books. I can explain how there are common themes in different books, using evidence from reading.

		I can explain the similarities and differences between different versions of texts.	
Exploration		Exploration promotes curiosity and discovery while limiting the fear of failure. Children who are encouraged to explore in order to advance their education can think more critically and approach subjects in a more interdisciplinary way. Exploration is essential in education, especially for young children.	
Respect			