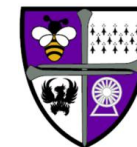


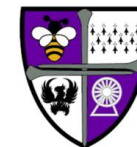
## The Canons CE Primary Reading Progression

|                                            | Reception | Year 1                                                                                          | Year 2                                                                                                                                                                                             | Year 3                                                                                                   | Year 4                                                                                                                                      | Year 5                                                                                                                                          | Year 6                                                                                                                                                                  |
|--------------------------------------------|-----------|-------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Analysis Structure and Organisation</b> |           |                                                                                                 |                                                                                                                                                                                                    | Y3A-T4 - I am beginning to read books that are structured in different ways                              | Y4A-T4 - I can read books that are structured in different ways (including forms of poetry) and can read for different purposes             | Y5A-T4 - I can read books that are structured in different ways (including forms of poetry) and decide how useful texts are for a given purpose | Y6A-T4 - I can explain and evaluate how the author's structure choices support the theme or purpose of the text                                                         |
|                                            |           | Y1A-T3 - I am beginning to find information in a non-fiction text using the features to help me | Y2A-T4 - I can find information in an information text, using the layout of the text to help me<br>Y2A-T3 - I know how to use the contents and index page to find information in non-fiction texts | Y3A-T3 – I can begin to use contents pages and indexes to locate information, with support from an adult | Y4A-T3 – I can use contents pages and indexes to locate information more confidently                                                        | Y5A-T3 - I can use my knowledge of the structures of different non-fiction texts to help me to find information quickly                         | Y6A-T3 - I can use my knowledge of the structures of different non-fiction texts to help me to find information quickly for a range of purposes and contexts            |
|                                            |           | Y1A-T2 - I am beginning to know the difference between fiction and non-fiction books            | Y2A-T2 - I can explain the difference between fiction and non-fiction books                                                                                                                        | (KPI) Y3A-T2 - I can talk about the similarities and differences across a range of non-fiction genres    | (KPI) Y4A-T2 - I can discuss the features and structure across a range of non-fiction genres to discover how they are similar and different | (KPI) Y5A-T2 - I am Beginning to identify the features and structure of different non-fiction genres and make comparisons across them           | (KPI) Y6A-T2 - I can confidently identify and discuss with others the features and structure of different non-fiction genres, making comparisons within and across them |
|                                            |           | (KPI) Y1A-T1 - I am beginning to spot patterns in the books I am reading                        | (KPI) Y2A-T1 - I can confidently recognise patterns in the books I am reading                                                                                                                      | (KPI) Y3A-T1 - I am beginning to talk about how familiar stories are similar and different               | (KPI) Y4A-T1 - I can compare and discuss the features and structure of stories to discover how they are similar and different               | (KPI) Y5A-T1 - I am beginning to identify the features and structure of different types of fiction and make comparisons across them             | (KPI) Y6A-T1 - I can confidently identify and discuss with others the features and structure of different fiction genres, making comparisons within and across them     |



## The Canons CE Primary Reading Progression

|                                   |  |                                                                                               |                                                                                                                 |                                                                                                                        |                                                                                                                                                                 |                                                                                                                                                                                                                       |                                                                                                                                                                                                                |
|-----------------------------------|--|-----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Book Club/Range of Reading</b> |  |                                                                                               |                                                                                                                 |                                                                                                                        |                                                                                                                                                                 | Y5BR-T7 – I am beginning to explain and discuss my understanding of what I have read, including through formal presentations and debates                                                                              | Y6BR-T7 – 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                 |
|                                   |  |                                                                                               |                                                                                                                 | Y3BR-T6 – I am beginning to identify themes and conventions (e.g. triumph of good over evil) in a wide range of books  | Y4BR-T6 – I can identify themes and conventions (e.g. magical devices in fairy stories) in a wide range of books                                                | Y6BR-T6 – I am beginning to identify and discuss themes and conventions (e.g. loss or heroism) in and across a wide range of writing                                                                                  | Y6BR-T6 – I can identify and discuss themes and conventions (e.g. loss or heroism) in and across a wide range of writing                                                                                       |
|                                   |  | Y1BR-T5 - I can say what I think about the main events and characters in a story              | Y2BR-T5 - I can talk about how the characters and settings are the same and/or different when comparing stories | Y3BR-T5 - I can say which authors and genres I prefer, giving simple reasons, and compare them with others I have read | Y4BR-T5 - I can discuss the work of some established authors, giving my own opinion about what makes them special, and comparing them with other work I've read | Y5BR-T5 - I can talk about the work of different authors, expressing personal preferences and identifying why their work may be enjoyed by some children but not others, and comparing them with other work I've read | Y6BR-T5 - I can talk about the work of different authors, explaining whether I think a text is successful or not (when considering the language, theme and style) and comparing them with other work I've read |
|                                   |  | Y1BR-T4 - I can explain why I have chosen my book talking about things I like and do not like | Y2BR-T4 - I can give reasons for choosing a book and say why I enjoyed it                                       | Y3BR-T4 – I can sometimes choose my own book, with support from an adult                                               | Y4BR-T4 – I can sometimes choose my own book, acting on recommendations and my own likes and dislikes                                                           | Y5BR-T4- I can recommend books that I have read and enjoyed to my peers, giving simple reasons for my choices                                                                                                         | Y6BR-T4- I can recommend books that I have read and enjoyed to my peers, providing reasoned justifications for my views                                                                                        |



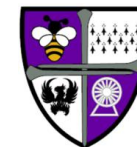
## The Canons CE Primary Reading Progression

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|--|----------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | Y1BR-T2 - I can talk about a wide range of texts that I can't read by myself (poems, stories and non-fiction)                                                                                     | (KPI) Y2BR-T3 - I can listen to, talk about and give an opinion on a range of texts that I can't read by myself                                 | (KPI) Y3BR-T3 - I can begin to participate in discussion about a wide range of books that are read to me and those I can read for myself, taking turns and listening to what others say          | (KPI) Y4BR-T3 - I can more confidently participate in discussion about a wide range of books that are read to me and those I can read for myself, taking turns and listening to what others say       | (KPI) Y5BR-T3 - I can participate in discussions about a wide range of books that are read to me and those I can read for myself, beginning to build on my own and others' ideas                                                                                    | (KPI) Y6BR-T3 - I can participate in discussions about a wide range of books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously                                                                    |
|  |                                                                                                                                        | Y1BR-T7 - I am learning to say which poems and rhymes I like<br>(KPI) Y1BR-T3 - I know some poems and rhymes by heart                                                                             | (KPI) Y2BR-T2 - I can recite some poems by heart using expression<br>Y2BR-T1 - I am beginning to build up a group of poems that I know by heart | (KPI) Y3BR-T2 - I can prepare poems and play scripts to read aloud and am starting to perform them with confidence                                                                               | (KPI) Y4BR-T2 - I can prepare different forms of poetry (e.g. free verse and narrative) and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action | (KPI) Y5BR-T2- I am beginning to prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience                                                                 | (KPI) Y6BR-T2 - I can learn a wider range of poetry and play scripts off by heart and confidently perform them, showing understanding through intonation, tone and volume so that the meaning is clear to an audience                                                       |
|  |                                                                                                                                        | (KPI) Y1BR-T1 - I am becoming familiar with key stories, fairy stories and traditional tales<br>Y1BR-T6 - I can join in with predictable or repetitive phrases when I am reading with the teacher |                                                                                                                                                 | Y3BR-T1 - I can show that I am familiar with a wide range of age-appropriate books (including myths, legends, traditional stories and fairy stories) and can begin to retell some of them orally | Y4BR-T1 - I can show that I am familiar with a wide range of age-appropriate books (including myths, legends, traditional stories and fairy stories) and can retell some of them orally               | Y5BR-T1- I can show that I am familiar with a wide range of books (including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions) and can present familiar stories in my own words | Y6BR-T1 - I can show that I am familiar with a wide range of books (including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions, confidently presenting familiar stories in my own words |



## The Canons CE Primary Reading Progression

|                                |  |                                                                                                                                                             |  |                                                                                                                                     |                                                                                                                                                         |                                                                                                                                                                     |                                                                                                                                                                                                       |
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| <b>Deduction and Inference</b> |  |                                                                                                                                                             |  |                                                                                                                                     |                                                                                                                                                         | Y5D-T7 - I can explore possible messages in texts by re-reading a text after I have finished, looking at the events and characters with more knowing eyes           | Y6D-T7 - I can unpick the details of the different layers of meaning in texts by re-reading a text after I have finished, looking at the events and characters with more knowing eyes                 |
|                                |  |                                                                                                                                                             |  |                                                                                                                                     | Y4D-T6 - I am beginning to see how a character is presented in different ways and find evidence in the text to support this                             | Y5D-T6 - I can talk about how characters build as stories progress by referring to action, description and dialogue to justify my views                             | Y6D-T6 - I can discuss and evaluate relationships between characters, referring back to the text to support thoughts and judgements                                                                   |
|                                |  |                                                                                                                                                             |  | Y3D-T5 - I am beginning to read between the lines to and show empathy for different characters' points of view and the way they act | Y4D-T5 - I can identify whose point of view the story is being told from and am starting to explain different characters' points of view in texts       | Y5D-T5 - I am beginning to consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text        | Y6D-T5 - I can compare characters and consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text |
|                                |  | (KPI) Y1D-T6 - I can explain what characters are doing in stories and say how I know<br>Y1D-T5 - I can say what characters look like and explain how I know |  | (KPI) Y3D-T4 - I am beginning to infer characters' feelings, thoughts and motives from their actions, using evidence in the text    | (KPI) Y4D-T4 - I can read between the lines to explain characters' feelings, thoughts and motives using some clues from action, description or dialogue | (KPI) Y5D-T4 - I can read between the lines to explain characters thoughts, feelings and motives, referring to action, description and dialogue to justify my views | (KPI) Y6D-T4 - I can explain characters' thoughts, feelings and motives throughout a text and use evidence from the text to give reasoned justification for my views                                  |



## The Canons CE Primary Reading Progression

|                                    |                                                         |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                     |                                                                                                                        |                                                                                                                                                   |                                                                                                                                                                      |                                                                                                                                                                   |
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| <b>Exploring Author's Language</b> | Anticipate – where appropriate – key events in stories. | (KPI) Y1D-T3 - I can make simple predictions about characters and plot, using knowledge of the story and my own experiences                                                                                                                | (KPI) Y2D-T4 - I can make a plausible prediction about what might happen on the basis of what has been read so far                                                                                                                                  | (KPI) Y3D-T3 - With support, I can explain my opinions and predictions, using the text for evidence                    | (KPI) Y4D-T3 - I can predict what might happen from details stated or implied, using evidence from the text and my own experiences                | (KPI) Y5D-T3 - I am starting to explore possible alternative directions for texts, using clues in the text and my own experiences to justify my ideas                | (KPI) Y6D-T3 - I can explore different alternatives that could happen in texts and refer to the text and my own wider experiences to confidently justify my views |
|                                    |                                                         | Y1D-T4 - I can say how story settings and events in a story are different or similar to my life<br>(KPI) Y1D-T2 - In discussion with the teacher, I can answer questions and make simple inferences in a familiar story that is read to me | (KPI) Y2D-T5 - I can make links between the book I am reading and other books I have read<br>Y2D-T3 - I can confidently relate what I read to my own experiences<br>(KPI) Y2D-T2 - I can make some inferences about a book that I can read fluently | (KPI) Y3D-T2 - I am beginning to make inferences to work out meaning, using clues from the text and my own experiences | (KPI) Y4D-T2 - I can read between the lines to work out the overall meaning in a text, using evidence from the text as well as my own experiences | (KPI) Y5D-T2 - I can infer and deduce meaning, using clues from different points in the text as well as my own experiences to give simple justification for my views | (KPI) Y6D-T2 - I can confidently infer and deduce meaning, justifying my views with evidence in different points in the text and wider experiences                |
|                                    |                                                         | Y1D-T1 - I can say what some unknown words mean when I am reading                                                                                                                                                                          | Y2D-T1 - I can discuss what I think new, interesting words in my reading mean                                                                                                                                                                       | Y3D-T1 - I am beginning to use the text to help me explain the meaning of interesting vocabulary                       | Y4D-T1 - I can work out the meaning of ambitious vocabulary and phrases using the text to help me                                                 | Y5D-T1 - I can use the context of the text to clarify the meanings of unknown words                                                                                  | Y6D-T1 - I can explore the meaning of words in context                                                                                                            |
|                                    |                                                         |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                     |                                                                                                                        |                                                                                                                                                   | (KPI) Y5E-T5 - I can identify facts and opinions in texts                                                                                                            | (KPI) Y6E-T5 - I can identify facts and opinions in texts and consider their purpose and impact on the reader                                                     |
|                                    |                                                         |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                     | (KPI) Y3E-T4 - I can pick out language that the author has used to create images in the reader's mind e.g.             | (KPI) Y4E-T4 - I can demonstrate understanding of figurative language, finding examples that create different                                     | (KPI) Y5E-T4 - I can identify where an author has used figurative language, considering the impact on the reader                                                     | (KPI) Y6E-T4 - I can explain and evaluate the author's use of language, including figurative language, considering whether                                        |
|                                    |                                                         |                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                     |                                                                                                                        |                                                                                                                                                   |                                                                                                                                                                      |                                                                                                                                                                   |



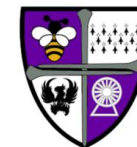
## The Canons CE Primary Reading Progression

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|                             |  |                                                                                             |                                                                                                             | similes                                                                                                                      | images in the reader's mind e.g. similes, metaphors and personification                                                    |                                                                                                                                               | figurative language or a literal description would have been more effective and justifying my views                              |
|                             |  |                                                                                             |                                                                                                             | (KPI) Y3E-T3 - I can pick out language that the author has used to capture the interest and imagination of the reader        | (KPI) Y4E-T3 - I can discuss words and phrases that capture the reader's interest and imagination and begin to explain why | (KPI) Y5E-T3 - I can discuss the different ways in which a text can affect a reader, identifying the language that has been used to do this   | (KPI) Y6E-T3 - I can explain the effect that different language features have on the reader and find examples of this            |
|                             |  |                                                                                             | Y2E-T2 - I can talk about how different words and phrases I have found in my reading can change the meaning | Y3E-T2 - I am beginning to distinguish shades of meaning among related words                                                 | Y4E-T2 – I can distinguish shades of meaning among related words                                                           | Y5E-T2 – I can identify nuances in vocabulary choice and begin to explain how they enhance meaning                                            | Y6E-T2 - I can identify and explain how authors use nuances in vocabulary choice to contribute to meaning                        |
|                             |  | (KPI) Y1E-T2 - I am starting to discuss words and phrases that are interesting or new to me | (KPI) Y2E-T1 - I can discuss what I think new words I discover in my reading mean                           | Y3E-T1 – I am beginning to use a dictionary to check the meaning of words that I have read                                   | Y4E-T1 – I can use a dictionary to check the meaning of words that I have read                                             | Y5E-T1 - I can use a dictionary to check the meaning of words that I have read and begin to discuss the origin of words                       | Y6E-T1 - I can confidently use a dictionary to check the meaning and origin of words that I have read                            |
| <b>Retrieval and Recall</b> |  |                                                                                             | Y2R-T5 - With support from the teacher, I can use text marking to help me to find answers                   | (KPI) Y3R-T4 - I am beginning to quote directly from the text to answer simple questions in fiction and non-fiction texts    | (KPI) Y4R-T4 - I can quote directly from the text to support my thoughts and ideas and answers                             | (KPI) Y5R-T4- I am beginning to use relevant quotes from the text as well as my own knowledge and experiences to support my ideas and answers | (KPI) Y6R-T4 - I can confidently use relevant quotes as well as my own knowledge and experiences to support my ideas and answers |
|                             |  | Y1R-T3 - I can say what the events in the story mean                                        | (KPI) Y2R-T4 - I can answer questions about a familiar book that I can read fluently                        | (KPI) Y3R-T3 - I am beginning to ask my own questions about a text and justify my views about what I have read, with support | (KPI) Y4R-T3 - I can ask my own questions about a text and justify my views and predictions more independently             | (KPI) Y5R-T3 – I can confidently ask questions about a text, and elaborate on and justify my opinions and predictions                         | (KPI) Y6R-T3 - I can investigate texts to confirm and justify my reasoned predictions and opinions                               |



## The Canons CE Primary Reading Progression

|                     |                                                                                                                                                       |                                                                                                                                                                                                                                       |                                                                                                                                                                                          |                                                                                                                                   |                                                                                                                    |                                                                                                                                                                                                                                  |                                                                                                                                                                                                       |
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|                     |                                                                                                                                                       | (KPI) Y1R-T5 - In discussion with the teacher, I can answer questions about a familiar book that is read to me                                                                                                                        | Y2R-T2 - I am beginning to skim and scan more than one page of a text to find the information I need                                                                                     | (KPI) Y3R-T2 - I am beginning to use skimming and scanning to help me to find information I am asked for                          | (KPI) Y4R-T2 - I can use skimming and scanning to help me to find information or ideas from a text                 | (KPI) Y5R-T2 - I can use skimming and scanning to record notes on a given topic                                                                                                                                                  | (KPI) Y6R-T2 - I can confidently skim and scan texts to speed up research, recording relevant notes and presenting the information in different ways                                                  |
|                     | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | (KPI) Y1R-T4 - I can sum up an unfamiliar story using a simple beginning, middle and end<br>Y1R-T2 - I can say what the title tells the reader about the story<br>Y1R-T1 - I can retell a story that I know in order and with details | (KPI) Y2R-T3 - I can explain what has happened so far in what I have read.<br>Y2R-T1 - I can sum up an unfamiliar story, including important events and main points in the correct order | (KPI) Y3R-T1 - I can read an extract of text and then say what the main points are                                                | (KPI) Y4R-T1 - I can identify the main ideas drawn from more than one paragraph and summarise them                 | (KPI) Y5R-T1 - I can summarise information drawn from more than one paragraph, identifying some key details to support the main ideas                                                                                            | (KPI) Y6R-T1 - I can summarise information drawn from more than one paragraph, identifying key details that support the main ideas                                                                    |
| <b>Word Reading</b> |                                                                                                                                                       | (KPI) Y1W-T13 - I can read aloud and can use expression to show I am aware of punctuation                                                                                                                                             | Y2W-T7 - I can read aloud with intonation and expression, being able to read . ? ! ,                                                                                                     | Y3W-T6 - I can read aloud with expression and intonation, taking into account . ? ! , as well as inverted commas (") for dialogue | Y4W-T6 - I can more confidently read aloud with intonation and expression, for a variety of audiences and purposes | Y5W-T5 - I can prepare and read aloud for a variety of audiences and purposes, taking into account presentational devices (e.g. capital letters or italics for emphasis) and a more sophisticated range of punctuation ... ( ) - | Y6W-T5 - I can prepare and read aloud for a variety of audiences and purposes and interpret different features of language such as abbreviations, colloquialisms and specialist vocabulary for effect |
|                     |                                                                                                                                                       | Y1W-T14 - I am beginning to spot when my reading does not make sense and try to self-correct                                                                                                                                          | (KPI) Y2W-T6 - I can check what I read makes sense to me by re-reading words and sentences                                                                                               | (KPI) Y3W-T5 - I can use the context of the sentence to help me to read unfamiliar words                                          | (KPI) Y4W-T5 - I can recognise where words are an exception to a spelling rule and attempt to read them            | (KPI) Y5W-T4 - I can re-read and read ahead to check for meaning and ensure accurate reading of individual words                                                                                                                 |                                                                                                                                                                                                       |
|                     | Read words consistent with their                                                                                                                      | (KPI) Y1W-T12 - In an age-appropriate                                                                                                                                                                                                 | (KPI) Y2W-T5 - In a familiar book, I can                                                                                                                                                 | (KPI) Y3W-T4 - I can read independently                                                                                           | (KPI) Y4W-T4 - I can test out different                                                                            |                                                                                                                                                                                                                                  | (KPI) Y6W-T4 - I can read most                                                                                                                                                                        |



## The Canons CE Primary Reading Progression

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| phonic knowledge by sound-blending.                                                                                           | text, I can read words fluently without overt sounding and blending<br>(KPI) Y1W - T11 - I can sound out many words accurately<br>Y1W-T10 - I use phonics first when reading unknown words<br>Y1W-T9 - I can blend consonants in words in a range of combinations | sound out most unfamiliar words accurately, without undue hesitation<br>(KPI) Y2W-T4 - In age-appropriate books, I can read words accurately and fluently without overt sounding and blending | using a range of strategies to decode unfamiliar words without overt sound-blending                                                                      | pronunciations of unfamiliar words using prior knowledge of words I may have heard but not seen                                                                                                    |                                                                                                                                                                                           | age-appropriate books effortlessly and work out how to pronounce unfamiliar words with increasing automaticity                                                                 |
| Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. | (KPI) Y1W-T6 - I can read many of the Year 1 Common Exception Words<br>Y1W-T5 - I can read many of the Year 1 red words<br>Y1W-T4 - I can read all of the Reception red words                                                                                     | (KPI) Y2W-T3 - I can read most of the Year 1 and 2 common exception words                                                                                                                     | (KPI) Y3W-T3 - I can read many of the Year 3/4 common exception words                                                                                    | (KPI) Y4W-T3 - I can read most of the Year 3/4 common exception words                                                                                                                              | (KPI) Y5W-T3 - I can read many of the Year 5/6 common exception words                                                                                                                     | (KPI) Y6W-T3 - I can read most of the Year 5/6 common exception words                                                                                                          |
|                                                                                                                               | Y1WR-T8 - I can read words that end with -s, -es, -ing, -ed, -est, -er and -es.<br>Y1W-T7 - I can read words like didn't, I'll and can't and know that the ' replaces a letter.                                                                                   | (KPI) Y2W-T2 - I can read most words containing common suffixes                                                                                                                               | (KPI) Y3W-T2 - I am starting to use my knowledge of age-appropriate root words, suffixes and prefixes to read and to understand the meaning of new words | (KPI) Y4W-T2 - I can use my knowledge of an even greater variety of age-appropriate root words, suffixes and prefixes (as listed in Appendix 1) to read and to understand the meaning of new words | (KPI) Y5W-T2 - I am starting to apply a growing knowledge of age-appropriate root words, suffixes and prefixes (appendix 1) when reading aloud and to understand the meaning of new words | (KPI) Y6W-T2 - I can apply a growing knowledge of age-appropriate root words, suffixes and prefixes (appendix 1) when reading aloud and to understand the meaning of new words |
| Say a sound for each letter in the alphabet and at least 10 digraphs.                                                         | (KPI) Y1W-T3 - I can recognise and blend words using set 3 sounds                                                                                                                                                                                                 | (KPI) Y2W-T1 - I can read accurately most words of two or more syllables                                                                                                                      | (KPI) Y3W-T1 - In age-appropriate books, I can read accurately and                                                                                       | (KPI) Y4W-T1 - In age-appropriate books, I can read accurately and                                                                                                                                 | (KPI) Y5W-T1 - In age-appropriate books, I can read accurately and                                                                                                                        | (KPI) Y6W-T1 - In age-appropriate books, I can read accurately and                                                                                                             |





## **The Canons CE Primary Reading Progression**

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|  |  | (KPI) Y1W-T2 - I can recognise and blend words with set 1 and 2 sounds<br>Y1W-T1 - I can name the letters of the alphabet |  | fluently (110 wpm by the end of the year) | fluently (133 wpm by the end of the year) | fluently (146 wpm by the end of the year) | fluently (150 wpm by the end of the year) |
|--|--|---------------------------------------------------------------------------------------------------------------------------|--|-------------------------------------------|-------------------------------------------|-------------------------------------------|-------------------------------------------|