

Progression in Reading

| | Reception | Year 1 | Year 2 | Year 3 and Year 4 | Year 5 and Year 6 |
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| Word reading and decoding | <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter- sound correspondences. • Read some letter groups that each represent one sound and say | <ul style="list-style-type: none"> • apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes including alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllabic words containing taught GPCs • Read words with contractions and understand that the apostrophe represents the omitted letter(s) | <ul style="list-style-type: none"> • continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllabic words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending • Read aloud books closely matched | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word | <ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet |

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| | <p>sounds for them.</p> <ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. | <ul style="list-style-type: none"> • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading | <p>to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <ul style="list-style-type: none"> • reread these books to build up their fluency and confidence in word reading | | |
| Range of reading | <ul style="list-style-type: none"> • Engage in extended conversations about stories, learning new vocabulary. • Engage in non-fiction books. • Engage in storytimes. | <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • being encouraged to link what they read or hear read to their own experiences | <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently | <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes | <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books |
| Familiarity with texts | <ul style="list-style-type: none"> • Re-read books • to build up their confidence in word reading, | <ul style="list-style-type: none"> • becoming very familiar with key stories, fairy | <ul style="list-style-type: none"> • becoming increasingly familiar with and | <ul style="list-style-type: none"> • increasing their familiarity with a wide range of | <ul style="list-style-type: none"> • increasing their familiarity with a wide range of |

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| | <p>their fluency and their understanding and enjoyment</p> <ul style="list-style-type: none"> • Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. • Listen to and talk about stories to build familiarity and understanding. • Anticipate - where appropriate - key events in stories | <p>stories and traditional tales, retelling them and considering their particular characteristics</p> <ul style="list-style-type: none"> • recognising and joining in with predictable phrases | <p>retelling a wider range of stories, fairy stories and traditional tales</p> <ul style="list-style-type: none"> • recognising simple recurring literary language in stories and poetry | <p>books, including fairy stories, myths and legends, and retelling some of these orally</p> <ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books | <p>books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <ul style="list-style-type: none"> • identifying and discussing themes and conventions in and across a wide range of writing |
| Poetry & Performance | <ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. | <ul style="list-style-type: none"> • learning to appreciate rhymes and poems, and to recite some by heart | <ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | <ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry | <ul style="list-style-type: none"> • learning a wider range of poetry by heart • preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience |
| Word meanings | <ul style="list-style-type: none"> • Listen to and | <ul style="list-style-type: none"> • discussing word | <ul style="list-style-type: none"> • discussing and | <ul style="list-style-type: none"> • using dictionaries | <ul style="list-style-type: none"> • checking that the |

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| | <p>talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <ul style="list-style-type: none"> • Learn new vocabulary and use it in different contexts through the day. • Use a wider range of vocabulary. • Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door". • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | <p>meanings, linking new meanings to those already known</p> | <p>clarifying the meanings of words, linking new meanings to known vocabulary</p> <ul style="list-style-type: none"> • discussing their favourite words and phrase | <p>to check the meaning of words that they have read</p> | <p>book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> |
| Understanding | <ul style="list-style-type: none"> • Understanding of what has been read to them by retelling stories and narratives | <ul style="list-style-type: none"> • drawing on what they already know or on background | <ul style="list-style-type: none"> • discussing the sequence of events in books and how items of | <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their | <ul style="list-style-type: none"> • asking questions to improve their understanding • summarising the |

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| | <p>using their own words and recently introduced vocabulary</p> <ul style="list-style-type: none"> • Ask questions to find out more and to check they understand what has been said to them. | <p>information and vocabulary provided by the teacher</p> <ul style="list-style-type: none"> • checking that the text makes sense to them as they read and correcting inaccurate reading | <p>information are related</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading | <p>understanding and explaining the meaning of words in context</p> <ul style="list-style-type: none"> • asking questions to improve their understanding of a text • identifying main ideas drawn from more than one paragraph and summarising these | <p>main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> |
| Inference | | <ul style="list-style-type: none"> • Discussing the significance of the title and events • Making inferences on the basis of what is being said and done | <ul style="list-style-type: none"> • making inferences on the basis of what is being said and done • answering and asking questions | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| Prediction | | <ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied | <ul style="list-style-type: none"> • predicting what might happen from details stated and implied |
| Author's Intent | | | | <ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination | <ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to |

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| | | | | <ul style="list-style-type: none"> identifying how language, structure, and presentation contribute to meaning | <p>meaning</p> <ul style="list-style-type: none"> discuss and evaluate how authors use language, including figurative language, considering the impact on the reader |
| Non-fiction | <ul style="list-style-type: none"> Engage in non-fiction books Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. | | <ul style="list-style-type: none"> being introduced to non-fiction books that are structured in different ways | <ul style="list-style-type: none"> retrieve and record information from non-fiction | <ul style="list-style-type: none"> distinguish between statements of fact and opinion retrieve, record and present information from non-fiction |
| Discussing reading | <ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions. Start a conversation with an adult or a friend and continue it for | <ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them | <ul style="list-style-type: none"> participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to | <ul style="list-style-type: none"> participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say | <ul style="list-style-type: none"> recommending books that they have read to their peers, giving reasons for their choices participate in discussions about books, building on their own and others' ideas and challenging views courteously explain and discuss their understanding of what they have read, including |

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| | many turns. | | and those that they read for themselves | | through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. <ul style="list-style-type: none">• provide reasoned justifications for their views |
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