

## Reading Progression



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding</b>	<p><b>See phonics progression document.</b></p> <ul style="list-style-type: none"> <li><b>40-60 months</b></li> </ul> <p>Continues a rhyming string.</p> <p>Hears and says the initial sound in words.</p> <p>Can segment the sounds in simple words and blend them together and knows which letters represent some of them.</p> <p>Links sounds to letters, naming and sounding the letters of the alphabet.</p> <p>Begins to read words and simple sentences.</p> <p>Knows that information can be retrieved from books and computers.</p> <ul style="list-style-type: none"> <li><b>ELG</b></li> </ul> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<ul style="list-style-type: none"> <li>apply phonic knowledge to decode words.</li> <li>speedily read all 40+ letters/groups for 40+ phonemes.</li> <li>read accurately by blending taught GPC.</li> <li>read common exception words.</li> <li>read common suffixes (-s, -es, -ing, -ed, etc.).</li> <li>read multisyllable words containing taught GPCs.</li> <li>read contractions and understanding use of apostrophe.</li> <li>read aloud phonically-decodable texts.</li> </ul>	<ul style="list-style-type: none"> <li>secure phonic decoding until reading is fluent</li> <li>read accurately by blending, including alternative sounds for graphemes</li> <li>read multisyllable words containing these graphemes</li> <li>read common suffixes</li> <li>read exception words, noting unusual correspondences</li> <li>read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>Be able to use further exception words to support other spellings in writing.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> <li>Use rules learnt throughout to support spelling throughout writing.</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li><b>ELG</b></li> </ul> <p>Children read and understand simple sentences. They use phonic knowledge to decode regular words and read</p>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which</li> </ul>	<ul style="list-style-type: none"> <li>listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>	<ul style="list-style-type: none"> <li>continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> </ul>

	<p>them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.</p>	<p>they can read independently</p> <ul style="list-style-type: none"> <li>• being encouraged to link what they read or hear read to their own experiences.</li> </ul>	<p>level beyond that at which they can read independently.</p>	<ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Begin to identify different themes in books and make comparisons.</li> </ul>	<ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• Making comparisons within and across books.</li> </ul>	<ul style="list-style-type: none"> <li>• reading books that are structured in different ways and reading for a range of purposes.</li> <li>• Making comparisons and links within and across books that have been read and understood.</li> </ul>
<b>Familiarity with texts</b>	<p><b>22-36 months</b> Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p>	<ul style="list-style-type: none"> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• Recognising and joining in with predictable phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>• Recognising simple recurring literary language in stories and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Identifying themes and conventions in a wide range of books.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>• Identifying themes and conventions in a wide range of books and using this to influence own writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>• Recite some of the different books read.</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul>
<b>Poetry &amp; Performance</b>	<ul style="list-style-type: none"> <li>• <b>22-36 months</b></li> </ul> <p>Has some favourite stories, rhymes, songs, poems or jingles.</p> <p>Repeats words or phrases from familiar stories.</p> <p>Fills in the missing word or phrase in a known rhyme, story or game, e.g. 'Humpty Dumpty sat on a ...'.</p>	<ul style="list-style-type: none"> <li>• Learning to appreciate rhymes and poems, and to recite some by heart.</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Recognising some different forms of poetry – free verse and narrative poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Recognising some different forms of poetry – free verse, narrative poetry, rhyming poetry, shape poetry.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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 – linking this to all texts read and understood.</li> </ul>
<b>Word meanings</b>		<ul style="list-style-type: none"> <li>• Discussing word meanings, linking new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>• Discussing their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>• Using dictionaries to check the meaning of words that they have read.</li> <li>• Starting to use dictionaries for unknown spellings.</li> </ul>	<ul style="list-style-type: none"> <li>• Using dictionaries to check the meaning of words that they have read.</li> <li>• Using dictionaries for unknown spellings.</li> </ul>	<ul style="list-style-type: none"> <li>• Using dictionaries to support spelling and meanings in writing.</li> </ul>	<ul style="list-style-type: none"> <li>• Using dictionaries to support spelling and meanings in writing.</li> </ul>

<p><b>Understanding</b></p>	<ul style="list-style-type: none"> <li>• <b>30-50 months</b></li> </ul> <p>Recognises familiar words and signs such as own name and advertising logos.</p> <p>Looks at books independently.</p> <p>Handles books carefully.</p> <p>Knows information can be relayed in the form of print.</p>	<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing the sequence of events in books and how items of information are related.</li> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• Asking questions to improve their understanding of a text.</li> <li>• Identifying main ideas drawn one paragraph and summarising this.</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• Asking questions to improve their understanding of a text.</li> <li>• Identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve their understanding.</li> <li>• Summarising the main ideas drawn from what has been read, identifying key details to support the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>• Asking questions to improve their understanding.</li> <li>• Summarising the main ideas drawn from what has been read, identifying key details to support the main ideas and being able to answer questions on this.</li> </ul>
<p><b>Inference</b></p>		<ul style="list-style-type: none"> <li>• Discussing the significance of the title and events.</li> <li>• Making inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>• Making inferences on the basis of what is being said and done.</li> <li>• Answering and asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings and thoughts from their actions, and justifying inferences with evidence and how language, structure and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and how language, structure and presentation contribute to meaning as well as a good understanding of the book.</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence and how language, structure and presentation contribute to meaning as well as a good understanding of the book and characters.</li> </ul>
<p><b>Prediction</b></p>		<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied from what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied from what has been read so far and linking some ideas to what has been read earlier in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied and events that have happened earlier in the text.</li> </ul>	<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied and using this to make a clear judgement about the text and characters.</li> </ul>
<p><b>Authorial Intent</b></p>				<ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader's interest and imagination.</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Discussing words and phrases that capture the reader's interest and imagination.</li> <li>• Identifying how language, structure, and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including</li> </ul>	<ul style="list-style-type: none"> <li>• Identifying how language, structure and presentation contribute to meaning.</li> <li>• Discuss and evaluate how authors use language, including</li> </ul>

					and why the author has created this.	figurative language, considering the impact on the reader.	figurative language, considering the impact on the reader and the impact on the book.
<b>Non-fiction</b>		<ul style="list-style-type: none"> <li>• Introduction to non-fiction and facts.</li> </ul>	<ul style="list-style-type: none"> <li>• Being introduced to non-fiction books that are structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction.</li> <li>• Understand how non-fiction is structured and presented.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from nonfiction.</li> </ul>	<ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion.</li> <li>• Retrieve, record and present information from nonfiction.</li> <li>• Distinguish between fact and opinion.</li> </ul>
<b>Discussing reading</b>	<ul style="list-style-type: none"> <li>• <b>40-60 months</b></li> </ul> <p>Knows that information can be retrieved from books and computers.</p>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>• Explain clearly their understanding of what is read to them.</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say.</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• To explain and recall what others have said in a discussion.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>• Provide reasoned justifications for their views.</li> </ul>	<ul style="list-style-type: none"> <li>• Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>• Provide reasoned justifications for their views.</li> <li>• Link back to previous reading and other texts.</li> </ul>