

Reading Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>See phonics progression document.</p> <p>Literacy / word reading -</p> <ul style="list-style-type: none"> Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of letter-sound correspondences Read some letter groups that each represent one sound and say sounds for them Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words Say a sound for each letter in the alphabet and at least 10 digraphs (ELG) Read words consistent with their phonic knowledge by sound-blending (ELG) Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) 	<ul style="list-style-type: none"> apply phonic knowledge to decode words. speedily read all 40+ letters/groups for 40+ phonemes. read accurately by blending taught GPC. read common exception words. read common suffixes (-s, -es, -ing, -ed, etc.). read multisyllable words containing taught GPCs. read contractions and understanding use of apostrophe. read aloud phonically-decodable texts. 	<ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending 	<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, 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. Be able to use further exception words to support other spellings in writing. 	<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. 	<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. Use rules learnt throughout to support spelling throughout writing.

<p>Range of Reading</p>	<p>Literacy / reading (fluency)-</p> <ul style="list-style-type: none"> ● Blend sounds into words, so that they can read short words made up of letter-sound correspondences ● Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words ● Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment ● Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG) 	<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"> ● 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. ● Begin to identify different themes in books and make comparisons. 	<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. 	<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 and links within and across books that have been read and understood.
<p>Familiarity with texts</p>	<p>Communication and language (understanding inaccuracies) -</p> <ul style="list-style-type: none"> ● Listen to and talk about stories to build familiarity and understanding ● Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words ● Listen carefully to rhymes and songs, 	<ul style="list-style-type: none"> ● Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. ● Recognising and joining in with predictable phrases. 	<ul style="list-style-type: none"> ● Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. ● Recognising simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> ● Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. ● Identifying themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> ● Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. ● Identifying themes and conventions in a wide range of books and using this to influence your own writing. 	<ul style="list-style-type: none"> ● 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. ● Identifying and discussing themes and conventions in and across a wide range of writing. 	<ul style="list-style-type: none"> ● 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. ● Recite some of the different books read. ● Identifying and discussing themes and conventions in and across a wide range of writing.

	<p>paying attention to how they sound</p> <ul style="list-style-type: none"> • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary <p>Literacy / communication</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) • Anticipate (where appropriate) key events in stories (ELG) • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (ELG) 						
<p>Poetry & Performance</p>	<p>Communication and language -</p> <ul style="list-style-type: none"> • engage in story times (rec) • retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words • learn rhymes, poems and songs • Make use of props and materials when 	<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 – free verse and narrative poetry. 	<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 – free verse, narrative 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. 	<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 – linking this to all texts read and understood.

	<p>role playing characters in narratives and stories (ELG)</p> <ul style="list-style-type: none"> ● Invent, adapt and recount narratives and stories with their peers and their teacher (ELG) ● Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music (ELG) <p>Expressive Arts and Design</p> <ul style="list-style-type: none"> ● Sing in a group or on their own, increasingly matching the pitch and following the melody ● develops story lines in their pretend play <p>Literacy / Comprehension Demonstrate</p> <ul style="list-style-type: none"> ● Understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) 				<p>rhyming poetry, shape poetry.</p>		
<p>Word meanings</p>	<p>Literacy -</p> <ul style="list-style-type: none"> ● Read a few common exception words matched to the school's phonic programme (common exception word reading) 	<ul style="list-style-type: none"> ● Discussing word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> ● Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. ● Discussing their favourite words and phrases. 	<ul style="list-style-type: none"> ● Using dictionaries to check the meaning of words that they have read. ● Starting to use dictionaries for unknown spellings. 	<ul style="list-style-type: none"> ● Using dictionaries to check the meaning of words that they have read. ● Using dictionaries for unknown spellings. 	<ul style="list-style-type: none"> ● Using dictionaries to support spelling and meanings in writing. 	<ul style="list-style-type: none"> ● Using dictionaries to support spelling and meanings in writing.

<p>Understanding</p>	<p>Understanding the world -</p> <ul style="list-style-type: none"> ● Compare and contrast characters from stories, including figures from the past <p>Communication and language / listening, attention and understanding -</p> <ul style="list-style-type: none"> ● Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions (ELG) ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG) 	<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. 	<ul style="list-style-type: none"> ● Discussing the sequence of events in books and how items of information are related. ● 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. 	<ul style="list-style-type: none"> ● Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ● Asking questions to improve their understanding of a text. ● Identifying main ideas drawn one paragraph and summarising this. 	<ul style="list-style-type: none"> ● Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ● Asking questions to improve their understanding of a text. ● Identifying main ideas drawn from more than one paragraph and summarising these. 	<ul style="list-style-type: none"> ● Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. ● Asking questions to improve their understanding. ● Summarising the main ideas drawn from what has been read, identifying key details to support the main ideas. 	<ul style="list-style-type: none"> ● Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. ● Asking questions to improve their understanding. ● 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.
<p>Inference</p>	<p>Communication and language / speaking -</p> <ul style="list-style-type: none"> ● Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG) <p>Literacy / comprehension -</p> <ul style="list-style-type: none"> ● Anticipate (where appropriate) key events in stories (ELG) 	<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 and thoughts from their actions, and justifying inferences with evidence and how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> ● 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. 	<ul style="list-style-type: none"> ● 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.
<p>Prediction</p>		<ul style="list-style-type: none"> ● Predicting what might happen on the basis 	<ul style="list-style-type: none"> ● Predicting what might happen on the basis of 	<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 	<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 and

		of what has been read so far.	what has been read so far.	from what has been read so far.	from what has been read so far and linking some ideas to what has been read earlier in the text.	and events that have happened earlier in the text.	using this to make a clear judgement about the text and characters.
Retrieval	<p>Communication and language</p> <ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Ask questions to find out more and to check they understand what has been said to them. <p>Listening, Attention and Understanding</p> <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to. (ELG) 	<ul style="list-style-type: none"> Answer a question about what has just happened in a story. Develop their knowledge of retrieval through images. Recognise characters, events, titles and information. Recognise differences between fiction and non-fiction texts. Retrieve information by finding a few key words. Contribute ideas and thoughts in discussion. 	<ul style="list-style-type: none"> Independently read and answer simple questions about what they have just read. Asking and answering retrieval questions. Draw on previously taught knowledge Remember significant event and key information about the text that they have read. Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read. 	<ul style="list-style-type: none"> Use contents page and subheadings to locate information. Learn the skill of 'skim and scan' to retrieve details. Begin to use quotations from the text. Retrieve and record information from a fiction text. Retrieve information from a non-fiction text 	<ul style="list-style-type: none"> Confidently skim and scan texts to record details. Using relevant quotes to support their answers to questions. Retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> Confidently skim and scan, and also use the skill of reading before and after to retrieve information. Use evidence from across larger sections of text. Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. Retrieve, record and present information from non-fiction texts. Ask my own questions and follow a line of enquiry. 	<ul style="list-style-type: none"> Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts. Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. Retrieve, record and present information from a wide variety of non-fiction texts. Ask my own questions and follow a line of enquiry.
Authorial Intent	<p>Communication and language / speaking-</p> <ul style="list-style-type: none"> Learn new vocabulary Use new vocabulary throughout the day Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words Use new vocabulary in different contexts Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 			<ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning. 	<ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. Identifying how language, structure, and presentation contribute to meaning and why the author has created this. 	<ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and the impact on the book.

	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG) <p>Literacy / comprehension -</p> <ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG) Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (ELG) 						
Non-fiction	<p>Communication and language / speaking-</p> <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 Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (ELG) <p>Literacy / comprehension -</p>	<ul style="list-style-type: none"> Introduction to non-fiction and facts. 	<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"> Retrieve and record information from non-fiction. Understand how non-fiction is structured and presented. 	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion. Retrieve, record and present information from nonfiction. 	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion. Retrieve, record and present information from nonfiction. Distinguish between fact and opinion.

	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play (ELG) 						
Discussing reading		<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 and those that they read for themselves. 	<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"> 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. To explain and recall what others have said in a discussion. 	<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 through formal presentations and debates, Provide reasoned justifications for their views. 	<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 through formal presentations and debates, Provide reasoned justifications for their views. Link back to previous reading and other texts.