

Reading Progression

Menu	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read words accurately by blending taught GPCs •read common exception words •read common suffixes (-s, -es, -ing, -ed, er and est endings.) •blend sounds to read multisyllabic and unfamiliar words containing taught GPCs •read contractions and understand use of apostrophe •read aloud phonically-decodable texts *read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<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 most words quickly & accurately without overt sounding and blending e.g. at over 90 words per minute in age appropriate texts *read common exception words, noting 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 (English Appendix 1) *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word *to use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words) 	<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 (English Appendix 1) *read and decode further exception words accurately, 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 (English appendix 1) *read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 	<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 *read fluently with full knowledge of all year 5/6 exception words, root words, prefixes, suffixes and word endings
Fluency	<ul style="list-style-type: none"> *read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words *re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> *read aloud accurately books that are consistent with their developing phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation *re-read these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.
Range of Reading	<ul style="list-style-type: none"> •listen to and discuss 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 and non-fiction. *reading books that are structured in different ways 	<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 	<ul style="list-style-type: none"> *continuing to read, enjoy, understand and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, written by different authors *reading books that are structured in different ways and reading for a range of purposes e.g for fun or for research *making comparisons within and across books
Familiarity with texts	<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 (how language, structure and presentation - organisation of a text- contribute to meaning including the use of paragraphs, headings, sub-headings, and inverted commas to punctuate speech) 	<ul style="list-style-type: none"> *read 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 (how language, structure and presentation - organisation of a text- contribute to meaning including the use of paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. 	<ul style="list-style-type: none"> To read a wide range of genres, identifying the characteristics of text types such as the use of the first person in writing diaries and autobiographies and differences between text types *increase familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction, and books from other cultures and traditions *identifying and discussing themes and conventions (events, structures, issues, characters and plots of stories, poems and information texts) in and across a wide range of writing 	<ul style="list-style-type: none"> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions *Recognise more complex themes in what they read such as loss or heroism in and across a range of writing
Poetry & Performance	<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 *to use appropriate intonation and volume when reading aloud *recognising some different forms of 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 *show an awareness of the audience when reading aloud *recognising some different forms of poetry (for example, free verse, narrative poetry) 	<ul style="list-style-type: none"> prepare poems and plays to read aloud and to perform show an understanding of the poem through intonation, tone and volume so that the meaning is clear to an audience 	<ul style="list-style-type: none"> to confidently perform texts including poems learnt by heart using a wide range of devices (intonation, volume and movement) to engage the audience for effect
Understanding	<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"> *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 with someone else *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 text makes sense to them, discussing their understanding and explaining the meaning of words in context (telling someone else what has happened) *asking questions to improve their understanding of a text with increasing complexity *identifying main ideas drawn from more than one paragraph, noticing themes and summarise 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 more than one paragraph, 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 more than one paragraph, identifying key details to support the main ideas
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 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and explain how I know 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying and supporting inferences with evidence clearly taken from the text 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *to discuss how characters change and develop through texts by drawing inferences based on indirect clues *to consider different accounts of the same event and to discuss viewpoints (both of author's and of fictional characters) 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence *to discuss how characters change and develop through texts by drawing inferences based on indirect clues *to consider different accounts of the same event and to discuss viewpoints (both of author's and of fictional characters)
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 	<ul style="list-style-type: none"> *predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> * make predictions based on details stated and implied justifying them in detail with evidence from the text 	<ul style="list-style-type: none"> *predicting what might happen from details stated and implied

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<p>Word Meaning and Authorial Intent</p>	<p>*discussing word meanings, linking new meanings to those already known</p>	<p>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases</p>	<p>*discussing author's choice of words for effect (that capture the reader's interest and imagination) *beginning to use dictionaries to check the meaning of words that they have read</p>	<p>*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning *Making reference to authorial style and themes e.g. triumph of good over evil *using dictionaries to check the meaning of words that they have read</p>	<p>*to discuss vocabulary used by the author to create effect (impact on the reader) including figurative language *to evaluate to use of author's language and explain how it has created an impact on the reader</p>	<p>*to analyse and evaluate the use of language, including figurative language and how it is used for effect using technical terminology such as metaphor, simile, analogy, imagery, style and effect</p>
<p>Non-fiction</p>		<p>*being introduced to non-fiction books that are structured in different ways</p>	<p>*retrieve and record information from non-fiction texts about a subject</p>	<p>*to use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information from a range of subjects</p>	<p>*distinguish between statements of fact and opinion *to use knowledge of texts and organisational devices to retrieve, record and present information from non-fiction</p>	<p>*distinguish between statements of fact and opinion, providing reasoned justifications for their views *to retrieve, record and present information from non-fiction. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out more information</p>
<p>Discussing reading (Compare, contrast and comment)</p>	<p>*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</p>	<p>*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 *discuss the sequence of events in books and how items of information are related *answering and asking questions *make links between the texts they are reading and other texts they have read independently *listen to, discuss and express 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</p>	<p>*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 use appropriate terminology when discussing texts (plot, character and setting)</p>	<p>*participate in clear reasoned discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say *look at features and greetings in letters, a dairy written in the first person or the use of presentational devices such as numbering and headings</p>	<p>*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 *begin to provide reasoned justifications for their views *begin to compare characters, settings and themes within a text and across more than one text</p>	<p>*recommending books that they have read to their peers, based on personal choice and pleasure and giving reasons and examples from stories *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, maintaining a focus on the topic and using notes where necessary *to listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions *provide reasoned justifications for their views *compare characters, settings and themes within a text and across more than one text</p>