



Reading Progression

Word Reading	EYFS		Key Stage 1		Key Stage 2			
	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Summer Term:</p> <p>To read individual letters by saying the sounds for them.</p>	<p>To read individual letters by saying the sounds for them.</p> <p>Use Fred Talk to blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>To read some letter groups that each represent one sound and say the sounds for them.</p> <p>To read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exceptions</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables that contain previously taught graphemes.</p> <p>To read most words containing common suffixes.</p> <p>To begin to</p>	<p>By the beginning of year 3, children should be able to read books written at an age appropriate interest level. They should be able to read them accurately and at a speed that is sufficient for them to focus on understanding what they read rather than on decoding individual words. They should be able to decode most new words outside their spoken vocabulary, making a good approximation to the word's pronunciation. As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become independent, fluent and enthusiastic readers who read widely and frequently.</p> <p>They should be developing their understanding and enjoyment of stories, poetry, plays and non-fiction, and learning to read silently. They should also be developing their knowledge and skills in reading non-fiction about a wide range of subjects. Most children will not need further direct teaching of word reading skills: they are able to decode unfamiliar words accurately, and need very few repeated experiences of this before the word is stored in such a way that they can read it without overt sound-blending.</p>	<p>By the beginning of year 5, children should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly.</p> <p>They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the meanings of unfamiliar words, and then discuss what they have read. During years 5 and 6, teachers should continue to emphasise pupils' enjoyment and understanding of language, especially vocabulary, to support their reading and writing. Pupils' knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support their increasing fluency as readers, their facility as writers, and their comprehension.</p>		

		<p>words.</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonics knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words.</p>		<p>recognise syllable boundaries in longer words and read each syllable before combining them to read the word.</p>		
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					<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To use syllables to support the reading of longer words.</p> <p>To begin to try out different pronunciations to accurately decode new words.</p> <p>To begin to apply their knowledge of root words, prefixes and suffixes to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To use syllables to support the reading of longer words.</p> <p>To try out different pronunciations to accurately decode new words.</p> <p>To apply their knowledge of root words, prefixes and suffixes to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes to read aloud fluently.</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common Exception Words		To read a few common exception words matched to the school's phonic programme.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words, discussing the unusual correspondence between spelling and these occur in the word.	To read all Y3/Y4 exception words, discussing the unusual correspondence between spelling and these occur in the word.	To begin to read Y5/Y6 exception words, discussing the unusual correspondence between spelling and sound and where these occur in the word.	To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency		Blend sounds into words, so that they can read short words made up of	To accurately read texts that are consistent with their developing phonic knowledge, that do	To read aloud books (closely matched to their improving phonic knowledge),	To continue to build their fluent reading, developing their expression, automaticity, rhythm	To continue to build their fluent reading, developing their expression, automaticity, rhythm	At this stage, children are expected to be reading fluently. If this is not the case	

		<p>letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read most words quickly and accurately without overt sounding and blending, when they have been frequently encountered.</p>	<p>and phrasing and smoothness.</p>	<p>and phrasing and smoothness.</p>	<p>and it is identified as a need, extra fluency lessons will be included.</p>	
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Comprehension	Nursery	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Understanding and correcting inaccuracies</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p>	<p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read.</p> <p>To begin to use morphology to work out the meanings of unknown words.</p>	<p>To monitor their comprehension and check for meaning through re-reading and clarifying.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To check that a text makes sense to them, discussing their understanding.</p> <p>To ask questions to improve their understanding of a text.</p>	<p>To monitor their comprehension and check for meaning through re-reading and clarifying.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>To check that a text makes sense to them, discussing their understanding.</p>	<p>To monitor their comprehension and check for meaning through re-reading and clarifying.</p> <p>To check that a text makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>To continue to ask questions to improve their understanding of a text.</p>	<p>To monitor their comprehension and check for meaning through re-reading and clarifying.</p>

<p>Developing Vocabulary</p> <p>Words in Context and author's choice of language</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To discuss word meaning and link new meanings to those already known.</p> <p>Draw upon knowledge of vocabulary in order to understand the text</p> <p>Use vocabulary given by the teacher.</p> <p>Discuss his/her favourite words and phrases</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>Recognise some recurring language in stories and poems</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>To identify vocabulary that captures the reader's interest.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>Identify how language choices help build meaning.</p> <p>Find the meaning of new words using the context of the sentence</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To use dictionaries to check the meaning of words that they have read.</p> <p>Discuss why words have been chosen and the effect these have on the reader</p> <p>Explain how words can capture the interest of the reader</p> <p>Find the meaning of new words using the context of the sentence</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>Explore the meaning of words in context, confidently using a dictionary</p> <p>Investigate alternative word choices that could be made</p> <p>Read around the word' and explore its meaning in the broader context of a section or paragraph</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>To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.</p> <p>To explore the meaning of words in context by exploring the meaning in the broader context of the section or paragraph.</p>
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<p>Prediction</p>		<p>Anticipate (where appropriate) key events in stories.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To predict what might happen on the basis of what has been read so far.</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>To recognise and join in with predictable phrases.</p> <p>Begin to explain these ideas verbally or through pictures</p>	<p>Predict what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p> <p>To understand cause and effect and use this to aid their predictions.</p>	<p>Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions</p>	<p>Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them</p> <p>Monitor these predictions and compare them with the text as they read on</p>	<p>Predict what might happen from details stated and implied</p> <p>Support predictions with relevant evidence from the text</p> <p>Confirm and modify predictions as they read on</p>	<p>Predict what might happen from details stated and implied</p> <p>Support predictions by using relevant evidence from the text</p> <p>Confirm and modify predictions in light of new information</p>
<p>Retrieval</p>			<p>Answer a question about what has just happened in a story</p> <p>Develop own knowledge of retrieval through images</p> <p>Recognise characters, events, titles and information</p> <p>Recognise differences between fiction and non-fiction texts</p> <p>Retrieve information by finding a few key words</p>	<p>Independently read and answer simple questions about what has just been read</p> <p>Ask and answer retrieval questions draw on previously taught knowledge</p> <p>Remember significant events and key information about the text that they have read</p>	<p>Use contents page and subheadings to locate information</p> <p>Learn the skill of 'skim and scan' to retrieve details</p> <p>Begin to use quotations from the text</p> <p>Retrieve and record information from a fiction text</p> <p>Retrieve information from a non-fiction text</p>	<p>Confidently skim and scan texts to record details</p> <p>Use relevant quotes to support own answers to questions</p> <p>Retrieve and record information from a fiction or nonfiction text</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information</p> <p>Use evidence from across larger sections of text</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</p> <p>Retrieve, record</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information</p> <p>Use evidence from across whole chapters or texts</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts</p> <p>Retrieve, record and present</p>

			Contribute ideas and thoughts in discussion				and present information from non-fiction texts Ask own questions and follow a line of enquiry	information from a wide variety of non-fiction texts Ask own questions and follow a line of enquiry
Summarise	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Sequence the events of a story they are familiar with Begin to discuss how events are linked Retell familiar stories orally e.g. fairy stories and traditional tales Begin to explain their understanding of what is read to them.	Discuss the sequence of events in books and how items of information are related Retell using a wider variety of story language Order events from the text Discuss how events are linked focusing on the main content of the story To explain and discuss their understanding of what they have read and what they have had read to them.	Identifying main ideas drawn from a key paragraph or page and summarise these Begin to distinguish between the important and less important information in a text. Give a brief, verbal summary of a story. To begin to identify themes from a wide range of books.	Identifying main ideas drawn from more than 1 paragraph and summarise these To identify themes from a wide range of books. Summarise whole paragraphs, pages, chapters or texts.	Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas. Make connections between important information across a text. Discuss the themes or conventions from a chapter or text. To identify themes across a wide range of texts.	Summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas To summarise information from across a text and link information by analysing and evaluating ideas between sections. To draw out key information and to summarise the main ideas in a text. To make comparisons across different books. Summarises texts using a limited about of words.

<p>Inference</p>		<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p>	<p>To begin to make simple inferences about characters' feelings using what they say as evidence. Discuss the significance of the title and events.</p>	<p>To make inferences on the basis of what is being said and done. Answer and ask questions and modify answers as the story progresses. Use pictures or words to make inferences.</p>	<p>To draw inferences about characters' feelings, thoughts and motives from their actions, and begin to find evidence from the text. To begin to justify inferences by referencing a specific point in the text. To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p>	<p>To draw inferences about characters' feelings, thoughts and motives from their actions, supporting their views with evidence from the text. To justify inferences by referencing a specific point in the text. To use more than one piece of evidence to justify their answer To continue to ask and answer questions, including some simple inference.</p>	<p>To draw inferences from characters' feelings, thoughts and motives with supporting evidence. To make inferences about actions, feelings or events To use figurative language to infer meaning. To give 1 or 2 pieces of evidence to support their point. To begin to draw evidence from more than one point in the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
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<p>Structure and Organisation</p>	<p>Develop storylines in their pretend play.</p>	<p>Develop storylines in their pretend play. Engage in non-fiction books.</p>	<p>To recognise and join in with predictable phrases. To discuss the significance of titles and events.</p>	<p>To recognise that non-fiction books are often structured in different ways. To discuss the sequence of events in books and how items of information are related. Recognise some recurring language in stories and poems</p>	<p>To identify how language, structure and presentation contribute to meaning. To retrieve and record information from non-fiction texts using contents and glossary to locate it. To read books that are structured in different ways and read for a range of purposes.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To read books that are structured in different ways and read for a range of purposes.</p>	<p>To identify how language, structure and presentation contribute to meaning. To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. To distinguish between fact and opinion.</p>	<p>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 information To recognise bias, fact and opinion.</p>
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Poetry and Performance	Learn rhymes, poems and songs.	Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and following the melody Make use of props and materials when role playing characters in narratives and stories. Invent, adapt and recount narratives and stories with their peers and their teacher. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.	To learn to appreciate rhymes and poems. To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. To begin to recognise different forms of poetry (e.g. free verse or narrative poetry)	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To continually show an awareness of the audience when reading out loud using intonation, tone, volume and action. To learn a wider range of poetry by heart	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
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<p>Reading for Pleasure</p> <p>Listening to and discussing texts</p> <p>Comparing, contrasting & commenting</p>	<p>Engage in story times.</p>	<p>Compare and contrast characters from stories, including figures from the past.</p> <p>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.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p> <p>Engage in story times.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To have the opportunity to choose books to read and have read to them and be taught how to choose appropriately.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>To continue to develop their understanding and enjoyment of stories, poetry, plays and non-fiction.</p> <p>With support, to begin to justify their views about what they have read.</p> <p>To have the opportunity to choose books to read and have read to them and be taught how to choose appropriately.</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes and features</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To begin to justify their views about what they have read.</p> <p>To have the opportunity to choose books to read and have read to them and be taught how to choose appropriately.</p>	<p>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.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers giving reasons for their choice.</p> <p>To compare characters, settings and themes within and across texts</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To 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.</p> <p>To listen and respond to guidance and feedback on the quality of their explanations and contributions to discussions.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>
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