



# Progression in Reading

|          | Nursery   | Reception  | Year 1   | Year 2  | Year 3  | Year 4  | Year 5   | Year 6  |
|----------|---|--|--|---|---|---|--|---|
| Decoding | <ul style="list-style-type: none"> <li>* recognise and repeat sounds</li> <li>* identify signs and symbols in the environment</li> <li>* recognise and read own name</li> <li>* recognise letters and sounds of the alphabet</li> </ul> | <ul style="list-style-type: none"> <li>* apply phonic knowledge to segment and blend simple words</li> <li>* read simple words and simple sentences</li> </ul> | <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 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 between spelling and sound</li> <li>* read most words closely matched to their phonic ability</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>* Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words and phonic knowledge</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 (etymology and morphology)</li> <li>* read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>* using punctuation when reading aloud to clarify meaning</li> </ul> | <ul style="list-style-type: none"> <li>* apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read new words that they meet</li> <li>* attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words</li> <li>* Re-read and read ahead to check for meaning</li> </ul> | <ul style="list-style-type: none"> <li>* apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to read new words that they meet</li> <li>* use combined knowledge of phonemes and word derivations to pronounce words correctly. for example: arachnophobia, audience</li> <li>* read age appropriate books with confidence and fluency, drawing on prior knowledge to pronounce unknown words and using punctuation to inform meaning</li> </ul> |



# Progression in Reading

|                  |  |   |  |   |  |  |   |   |
|------------------|--|---|--|---|--|--|---|---|
| Range of Reading | <p>*listen to and show enjoyment for stories about familiar people and rhyming stories</p> | <p>*listening to and discussing a growing range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> | <p>*listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>*being encouraged to link what they read or hear read to their own experiences</p> | <p>*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</p> <p><i>*begin to develop skimming and scanning techniques to retrieve information</i></p> | <p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways e.g. quest stories, and reading for a range of purposes</p> <p><i>*retrieve information from texts using skimming and scanning techniques</i></p> | <p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p><i>*continue to retrieve information from texts using skimming and scanning techniques with more speed</i></p> | <p>* continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and know their features</p> <p>*reading books that are structured in different way and read for a range of purposes</p> <p>*Making comparisons and connections within and across books, prior knowledge and experience</p> <p><i>*use skimming, scanning and text marking to retrieve and highlight information in order to answer questions</i></p> | <p>* continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different way and read for a range of purposes</p> <p>*Making comparisons within and across books explaining the similarities and differences</p> <p><i>* Skim, scan, text mark and annotate to retrieve information from texts quickly and effectively</i></p> |
|------------------|--|---|--|---|--|--|---|---|



# Progression in Reading

|                        |  |  |  |  |  |  |  |  |
|------------------------|--|--|--|--|--|--|--|--|
| Familiarity with Texts | <ul style="list-style-type: none"> <li>*retell simple familiar stories to others</li> </ul>  | <ul style="list-style-type: none"> <li>*hold a book, turn the pages and indicate an understanding of pictures and print</li> <li>*retell familiar stories to others</li> </ul> | <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 wide 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>*begin to identify simple themes 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</li> </ul>  | <ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including myths, legends and traditional tales, 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 tales, 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 and longer texts</li> <li>*identify and discuss characters in a range of texts</li> <li>*recognise texts that contain features from more than one text type</li> <li>*consider and evaluate how effectively a text is structured and laid out</li> </ul> |
| Poetry and Performance | <ul style="list-style-type: none"> <li>*repeat simple songs, rhymes and familiar phrases</li> <li>*fill in missing words from well-known rhymes</li> </ul> | <ul style="list-style-type: none"> <li>*continue to repeat songs, rhymes and familiar phrases</li> <li>*fill in missing words and phrases from well-known rhymes</li> </ul>    | <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 them 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 perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>                        | <ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry e.g. free verse; narrative</li> </ul> | <ul style="list-style-type: none"> <li>*learning a wider range of poetry by heart</li> <li>*preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to the audience</li> </ul>   | <ul style="list-style-type: none"> <li>*learning a wider range of poetry by heart</li> <li>*preparing poems and plays to read aloud and to perform showing understanding through intonation, tone and volume so that the meaning is clear to the audience</li> </ul>   |



# Progression in Reading

| Word Meanings | *discuss the meaning of unfamiliar words | * discuss the meaning of unfamiliar words                                  | *discuss word meanings, linking new meanings to those already known   | *discussing and clarifying the meaning of words, linking new meanings to known vocabulary<br>*discussing their favourite words and phrases   | *using dictionaries to check the meaning of words that they have read  | *using dictionaries to check the meaning of words that they have read<br>*explain the meaning of new words in context   | *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to understand the meaning of new words that they meet<br>*Use strategies to explore the meanings of a new word in context   | *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to understand the meaning of new words that they meet<br>*Work out the meaning of new words from the context   |
|---------------|--|--|---|--|--|---|--|---|
| Understanding | *talk about what has happened in a text  | *demonstrate understanding when talking to others about what has been read | *drawing on what is already known or background information and vocabulary provided by the teacher<br>*checking that the text makes sense to them as they read and correcting inaccurate reading<br>*use full stops when reading aloud to clarify meaning | *discussing the sequence of events in books and how items of information are related<br>*drawing on what they already know or on background information and vocabulary provided by the teacher<br>*checking that the text makes sense to them as they read and correcting inaccurate reading | *checking that the text makes sense to them and discussing their understanding<br>*asking questions to improve their understanding of a text | *checking that the text makes sense to them, discussing their understanding whilst referring to the text and explaining the meaning of words in context<br>*asking questions to improve their understanding of a text<br>*identifying and summarise the main ideas drawn from more than one paragraph | *checking that the text makes sense to them, discussing their understanding and exploring the meaning of new words in context<br>*asking questions to improve their understanding<br>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas and presenting in an overview | *checking that the text makes sense to them, discussing their understanding and exploring the meaning of new words in context<br>*asking questions to improve their understanding<br>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas and using quotations for illustration<br>*read aloud with intonation to show understanding |



# Progression in Reading

|                   |  |   |   |   |   |  |   |  |
|-------------------|--|---|---|---|---|--|---|--|
| <b>Inference</b>  | *use picture clues to suggest how a character is feeling                     | *use picture clues to suggest how a character is feeling and what might be happening in a story | *making inferences on the basis of what is being said and done<br>*discussing the significance of the titles and events | *making inferences on the basis of what is being said and done<br>*answering and asking questions | *drawing inferences such as inferring characters' thoughts, feelings and motives from their actions | *drawing inferences such as inferring characters' thoughts, feelings and motives from their actions and begin to justifying inferences with evidence from the text | *drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence | *drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence<br>*identify messages, moods, feelings and attitudes using inference and deduction from different points in the text |
| <b>Prediction</b> | *make a suggestion about what might happen next in a story based on an image | *make a suggestion about what might happen next in a story                                      | *predicting what might happen on the basis of what has been read so far   | *predicting what might happen on the basis of what has been read so far                           | *predicting what might happen from details stated and implied                                       | *predicting what might happen from details stated and implied and begin to justify with evidence from the text   | *predicting what might happen from details stated and implied   | *predicting what might happen from details stated and implied  |



# Progression in Reading

|                  |  |  |  |  |  |  |   |   |
|------------------|--|--|--|--|--|--|---|---|
| Authorial Intent |  |  |  |  | <p>*identifying how language, structure and presentation contribute to meaning</p> | <p>*discussing and record words and phrases that writers use to engage and impact on the reader<br/>         *identifying how language, structure and presentation contribute to meaning<br/>         *Explain why text types are organised in a certain way including how paragraphs are used to order and build up ideas</p> | <p>*identifying how language, structure and presentation contribute to meaning<br/>         *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader for example, precisely chosen adjectives, similes and personification<br/>         *identify how grammatical features used by writer – rhetorical questions, varied sentence lengths, varied sentence starters, empty words – impact on the reader.<br/>         *identify the effect of the context on a text, for example, historical or other cultures.<br/>         *Present the author's viewpoint of a text</p> | <p>*identifying how language, structure and presentation contribute to meaning<br/>         *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader<br/>         *discuss and evaluate how authors use language, including figurative language, giving examples and considering the impact on the reader<br/>         *identify how grammatical features used by the author impact on the reader, for example, the use of short sentences to build tension<br/>         *Show awareness of the writer's craft by commenting on structure of texts including narration and time-shifts<br/>         *recognise the author's point of view and discuss it<br/>         *explain and comment on implicit and explicit points of view<br/>         *identify bias in a text</p> |
|------------------|--|--|--|--|--|--|---|---|



# Progression in Reading

|             |   |   |   |  |   |  |  |   |
|-------------|---|---|---|--|---|--|--|---|
| Non-fiction | *listen to and discuss simple non-fiction texts | *listen to and discuss simple non-fiction texts | *listen to and discuss non-fiction texts<br>*retrieve facts from a text | *being introduced to non-fiction that are structured in different ways | *retrieve and record information from non-fiction texts | *use non-fiction text features and skimming and scanning to retrieve and record information from non-fiction texts<br>*begin to distinguish between statements of fact and opinion | *distinguish between statements of fact and opinion<br>*retrieve, record and present information from non-fiction texts using the text features to find information<br>*read non-fiction texts and identify purpose, structures and grammatical features and evaluate how effective they are | *distinguish between statements of fact and opinion<br>*retrieve, record and present information from non-fiction texts |
|-------------|---|---|---|--|---|--|--|---|



# Progression in Reading

|                    |  |   |  |   |  |   |  |  |
|--------------------|--|---|--|---|--|---|--|--|
| Discussing Reading | <p>*answer simple questions about what has been read to them</p> | <p>*answer simple questions about what has been read and begin to discuss key events, taking turns and listening to what others say</p> | <p>*participate in discussion about what is read to them, taking turns and listening to what others say<br/>*explain clearly their understanding of what is read to them</p> | <p>*participate in discussion about books, poems &amp; other works that are read to them and those that they can read for themselves, taking turns and listening to what others say<br/>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> | <p>*participate in discussion about both books that are read to them and those they can read aloud, explaining and discussing meaning, taking turns and listening to what others say<br/>*recommending books that they have read to their peers giving reasons for their choices</p> | <p>*participate in discussion about both books that are read to them and those they can read aloud, taking turns and listening to what others say<br/>*make connections with prior knowledge and experience when discussing texts<br/>* Begin to build on others' ideas and opinions about a text in discussion</p> | <p>*recommending books that they have read to their peers giving reasons for their choices<br/>*Identify significant ideas, events and characters and discuss their significance<br/>*participate in discussions about books, building on their own and others' ideas and challenging views courteously<br/>*explain and discuss their understanding of what they have read, including through formal presentations and debates<br/>*express a personal opinion of a text providing reasoned justifications for their views<br/>*compare different versions of texts and talk about their differences and similarities</p> | <p>*recommending books that they have read to their peers giving reasons for their choices<br/>*raise queries and participate in discussions about books, building on their own and others' ideas and challenging views courteously<br/>*explain and discuss their understanding of what they have read, including through formal presentations and debates<br/>*provide reasoned justifications for their views<br/>* offer opinions about the purpose/audience of fiction and non-fiction texts<br/>*express a personal opinion of a text providing reasoned justifications for their views using evidence from the text</p> |
|--------------------|--|---|--|---|--|---|--|--|