

Reading Progression Document

Word Reading – Phonics, Etymology and Morphology							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG -</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>To read words consistent with their phonic knowledge by sound-blending</p> <p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</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 -s, -es, -ing, -ed and -est endings</p> <p>To read other words of more than one syllable that contain taught GPCs</p> <p>To read words with contractions, e.g. I'm, I'll and we'll, and understand the apostrophe represents the omitted letter(s)</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</p> <p>To read most words containing common suffixes</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>To begin to apply their knowledge of root words, prefixes, e.g. dis, re, il, anti, and suffixes, e.g. ing, ed, er, ly, both to read aloud and to understand the meaning of new words they meet</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>To begin to apply their knowledge of root words, prefixes, e.g. auto, mis, super, inter and suffixes, e.g. er, ly, ation ious, both to read aloud and to understand the meaning of new words they meet</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes, see appendix one of NC, page 56</p> <p>To begin to develop and apply their knowledge of root words, prefixes and suffixes both to read aloud and understanding the meaning of new words they meet</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes, see appendix one of NC, page 56</p> <p>To independently apply their knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet</p>

Word Reading – Common Exception Words							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	To read Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word	To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word To start to read exception words, noting the unusual spellings of further exception words with support	To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word To recognise and apply a wide range of exception words To note the unusual spellings of further exception words with support, self-correcting as appropriate	To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word To start to read exception words To note the unusual spellings of further exception words with support	To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word To recognise and apply a wide range of exception words To note the unusual spellings of further exception words with support, and at a greater level, self-correcting as appropriate
Word Reading – Fluency							
Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words To re-read texts to build up fluency and confidence in word reading	To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts To read aloud books which are closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation To re-read these books to build up fluency and confidence in word reading	To read age-related books with confidence, fluency and accuracy	To read age-related books with confidence, fluency and accuracy	To read age-related books with confidence, fluency and accuracy	To read age-related books with confidence and fluency, including whole novels



Comprehension – Reading for Pleasure

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG - To 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 To make comments about what they have heard and ask questions to clarify their understanding</p>	<p>To check that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>To 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 To be introduced to non-fiction books that are structured in different ways To draw on what they already know or on background information and vocabulary provided by the teacher To check that the text makes sense to them as they read and correct inaccurate reading To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves To draw on what they already know or on background information and vocabulary provided by the teacher</p>	<p>To begin to read books that are structured in different ways covering a variety of genres To increasingly become familiar with a wide range of books, including fairy stories, myths and legends, and with guidance, retell some of these orally To identify themes or morals in a range of stories with some help To prepare poems and play scripts to be read aloud To perform them, beginning to use intonation, tone, volume and action to define the character within the text To recognise some different forms of poetry - free verse, nursery rhymes or narrative poetry To compose and rehearse sentences orally, including dialogue, progressively building a varied vocabulary and an increasing range of sentence structures To read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear</p>	<p>To be familiar with a wide range of books, including fairy stories, myths and legends, and retell some of these orally To identify themes or morals in a range of stories To prepare poems and play scripts to read aloud and to perform these using intonation, tone, volume and action to show understanding To recognise different types of poetry - acrostic, kenning, soliloquy and free verse To confidently participate in discussions about age-related books that are read by and to them, building on their own ideas and those of others To challenge differing views courteously</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks To listen to and read thoroughly a range of genres with guidance, including a range of whole texts To experience a range of texts they may not have chosen for themselves To begin to identify main themes in and across a wide range of texts To learn some poetry by heart to recite aloud, with possible prompting</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks independently across all curriculum areas To discuss and start to justify their preferences when reading a wide range of texts To listen to and read thoroughly to a range of genres, including a range of whole books and novels To experience a range of books that they may not have chosen themselves To identify and discuss themes and conventions in and across a wide range of writing To read aloud and learn poems and plays with intonation that shows understanding To prepare poems and play scripts to read aloud and to perform, showing basic understanding through intonation, tone, volume and action To perform their own compositions to a range of audiences, using appropriate intonation, volume, and movement so that the meaning is clear</p>



Comprehension - Vocabulary

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG - To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>To draw upon what they already know or on background information and vocabulary provided by the teacher To participate in discussion about what is read to them, taking turns and listening to what others say To discuss word meanings, linking new meanings to those already known</p>	<p>To draw on what they already know or on background information and vocabulary provided by the teacher To discuss their favourite words and phrases</p>	<p>To discuss words and phrases in a piece of text that capture their interest and imagination To check, with support, that the text makes sense to them and to discuss and explain their understanding of the meaning of words in context To start to discuss how language, structure, and presentation contributes to meaning of an age-related text with support To compose and rehearse sentences orally, including dialogue, progressively building a varied vocabulary and an increasing range of sentence structures To use an age-appropriate dictionary to find a word based on an initial sound</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context To discuss how language, structure, and presentation contributes to meaning of an age-related text To discuss words and increasingly complex phrases that capture the reader's interest and imagination To compose and rehearse sentences orally, including dialogue, progressively building a varied and rich vocabulary and an increasing range of sentence structures To use a dictionary to find the meaning of new words, expressing interest in the meaning and origin of new words</p>	<p>To begin to explore the meaning of words to understand what they have read To identify, with support, how language, structure and presentation contribute to meaning in an age-related text To comment, with prompts on the effectiveness of the author's language to create mood and build tension To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>To explore the meaning of words to understand what they have read To identify how language, structure and presentation contribute to meaning in an age-related text To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>



Comprehension - Inference

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		To make inferences on the basis of what is being said and done	To make inferences on the basis of what is said and done	To draw simple inferences from what they have read, such as inferring characters' feelings and thoughts	To make simple comments about a text, recognising the point of view in which a story is told and authorial intent To draw inferences from what they have read, such as inferring characters' feelings, thoughts and motives from their actions, and justifying their inferences with evidence.	To infer meaning from the text to show characters' feelings, thoughts and motives from their actions referring to the text	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence

Comprehension - Prediction

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	ELG - To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate To anticipate – where appropriate – key events in stories	To predict what might happen next on the basis of what is being said and done	To predict what might happen on the basis of what has been read so far	To make some predictions about what might happen from details stated in the story	To make some predictions about what might happen from details stated and implied. To explore potential alternatives that could have occurred in texts	To predict what might happen from details both stated and implied To begin to give detailed reasons for these predictions	To predict what might happen from details stated and implied, giving detailed reasons

Comprehension - Explanation

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG –</p> <p>To know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class</p> <p>To understand the past through settings, characters and events encountered in books read in class and storytelling</p> <p>To explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</p>	<p>To link what they have read or have read to them to their own experiences</p> <p>To draw upon what they already know or on background information and vocabulary provided by the teacher</p> <p>To explain clearly their understanding of what is read to them</p>	<p>To explain and discuss their understanding of books, poems and other material, both that they listen to and those that they read for themselves</p>	<p>To check, with support, that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p>	<p>To explain basic features across a range of text types, explaining features of language, structure and presentation</p> <p>To explain how these features contribute to meaning</p> <p>To make simple comments about a text, recognising the point of view in which a story is told and authorial intent</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 express a personal viewpoint and response to a text when recommending books to peers, giving simple reasons for their choices</p> <p>To begin to distinguish between a statement of fact and an opinion</p> <p>To explain and discuss, when directed, 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 begin to find reasons to justify a viewpoint with support</p>	<p>To recommend books to peers by expressing a personal viewpoint and respond to a text giving reasons for their choices</p> <p>To distinguish between statements of fact and opinions</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 provide reasoned justifications for views, using evidence to support</p>

Comprehension - Retrieval

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG -</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>To invent, adapt and recount narratives and stories with peers and their teacher</p> <p>To sing a range of well-known nursery rhymes and songs</p> <p>To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> <p>To make comments about what they have heard and ask questions to clarify their understanding</p>	<p>To recognise and join in with predictable phrases</p> <p>To learn to appreciate rhymes and poems, and to recite some by heart</p> <p>To recite some poems and rhymes by heart</p>	<p>To recognising simple recurring literary language in stories and poetry</p> <p>To answer and ask questions</p>	<p>To increase and become familiar with a wide range of books, including fairy stories, myths and legends, and am with guidance, retelling some of these orally</p> <p>To prepare poems and play scripts to read aloud and to perform,</p> <p>To begin to use intonation, tone, volume and action to define the character within the text</p> <p>To identify and recall, with some support, the main ideas from a text and summarise these in writing</p> <p>To locate information in age-related non-fiction texts, with directed prompts, by beginning to use appropriate skills, for example: headings, subheadings, skimming and scanning</p>	<p>To be familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>To retrieve, record and present information from age-related non-fiction texts</p>	<p>To learn some poetry by heart to recite aloud, with possible prompting</p> <p>To locate relevant information in a text, with prompts, and draw out the key details to summarise the main ideas</p> <p>To locate information in age-related non-fiction texts, with directed prompts, by beginning to use appropriate skills, for example: headings, subheadings, skimming and scanning</p>	<p>To learn and read aloud poems and plays with intonation that shows understanding</p> <p>To generally, locate relevant information in a text and draw out the key details to summarise the main ideas</p> <p>To begin to use quotes, or references to support their response</p> <p>To retrieve, record and present information from age-related non-fiction</p>

Comprehension – Sequencing and Summarising

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG -</p> <p>To invent, adapt and recount narratives and stories with peers and their teacher</p> <p>To sing a range of well-known nursery rhymes and songs</p> <p>To perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music</p> <p>To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>To read aloud their writing clearly enough to be heard by the group and the teacher</p>	<p>To discuss the sequence of events in books and how items of information are related</p> <p>To become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>To continue to build a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear</p>	<p>To orally summarise what they have read using information from more than one paragraph</p> <p>To identify and recall, with some support, the main ideas from a text and summarise these in writing</p> <p>To identify and recall, with some support, the main ideas from a text and summarise these in writing</p>	<p>To identify the main ideas drawn from more than one paragraph and summarise these.</p>	<p>To locate relevant information in a text, with prompts, and draw out the key details to summarise the main ideas</p>	<p>To generally, locate relevant information in a text and draw out the key details to summarise the main ideas</p>

Comprehension - Discussion

Curriculum Strand	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<p>ELG</p> <p>To describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps</p> <p>To 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>To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced 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 discuss the significance of the title and events</p>	<p>To participate in discussions about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>To explain and discuss their understanding of books, poems and other material, that they listen to and read for themselves</p> <p>To answer and ask questions</p>	<p>To begin to listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks, including both books that are read to me and those I read for myself</p> <p>To start to discuss, with support, how language, structure, and presentation contribute to meaning of an age-related text</p> <p>To participate, with support, in discussions about age-related books that have been read to me</p> <p>To listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To participate in discussions about both books that are read to them and those that they can read for themselves, taking turns and listening to what others say</p> <p>To be able to, with support, check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>To ask questions to improve their understanding of a text</p>	<p>To listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks, including both books that are read to them and those that they can read for themselves</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 how language, structure, and presentation contribute to meaning of an age-related text</p> <p>To participate in considered discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> <p>To ask questions to improve their understanding of a text</p>	<p>To begin to notice and discuss simple comparisons within and across books with support, such as genre, theme and plot</p> <p>To begin to ask relevant questions to improve their understanding with prompts</p> <p>To identify, with support, how language, structure and presentation contribute to meaning in an age-related text</p> <p>To participate in discussions, with support, about age-related books that have been read to them</p> <p>To be able to explain and discuss their understanding of what has been read with guidance, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>To ask questions to improve their understanding</p> <p>To identify and discuss themes and conventions in and across the texts studied in Year 5</p> <p>To participate in discussions about books</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks independently across all curriculum areas, discussing and beginning to justify their preferences</p> <p>To identify and discuss themes and conventions in and across the texts studied in Year 6</p> <p>To make comparisons within and across books, for example theme, genre, plot, characters, settings and organisational devices</p> <p>To ask relevant questions to improve their understanding</p> <p>To identify how language, structure and presentation contribute to meaning in an age-related text</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>To confidently participate in discussions about age-related books that are read to them and those they can read themselves, building on their own and others' ideas and challenging views courteously</p> <p>To explain and discuss</p>

						<p>that are read to them and those that they can read themselves, building on their own and others' ideas and challenging views courteously</p>	<p>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 ask specific reasoned questions to improve their understanding</p>
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