

Progression in Reading							
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding / Word Reading	<ul style="list-style-type: none"> To understand the 5 key concepts about print: - print has meaning, the names of the different parts of a book, print can have different purposes, page sequencing, reading left to right, top to bottom. Develop their phonological awareness so they can spot and suggest rhymes, count of clap syllables in a word, recognise words with the same initial sound. Read individual letters by saying sounds for them. Blend sounds into words so that they can read short words made up of know letter-sound correspondences. Read a few common exception words matched to the school's phonics programme. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonics knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonics knowledge, including some common exception words. 	<ul style="list-style-type: none"> Apply phonic knowledge to decode words. Respond with the correct sound for graphemes for all 40+ phonemes – including alternative sounds. Read accurately by blending. Read common exception words e.g. the, said, once, she, friend, school. Read common suffixes -s, -es, ing, -ed, -est. Read multi-syllable words linked to phonics. Read contractions such as I'm, can't, well. Read aloud phonically decodable texts. Know that graphemes can represent more than one phoneme and the context helps the reader to decide the correct pronunciation. Know that words can be read at a glance and by noticing different parts 	<ul style="list-style-type: none"> Apply phonic knowledge and skills consistently to decode quickly and accurately. Read accurately by blending, including alternative sounds for graphemes. Read multi-syllable words containing these graphemes. Read common suffixes such as: -ment, -less, -ness, -ful and -ly. Read exception words, noting unusual correspondences (including words from the Y2 spelling appendix e.g. because, parents, everybody). Read most words quickly and accurately without overt sounding and blending. Read some phonically decodable books with fluency, sound out unfamiliar words automatically. Reread books to build up fluency and confidence. Know that the more a reader quickly recognises parts of a word, e.g. syllables, prefixes, the more independent and fluent they can be as a reader. 	<ul style="list-style-type: none"> Read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books – reading at a speed sufficient for them to focus on understanding with some support. Read most common exception words by sight – including all those in the Y2 spelling appendix – noting unusual correspondence with spelling and sounds. Use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g.: disagree, misbehave, incorrect. Prepare poems and play scripts to read aloud and perform – showing appropriate intonation and volume when reciting to reading aloud. Listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently. Know that the reader can use what is known about familiar words to read unfamiliar words more fluently. 	<ul style="list-style-type: none"> Read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books – reading at a speed sufficient for them to focus on understanding with some support. Read most common exception words by sight – including all those in the Y2 spelling appendix – noting unusual correspondence with spelling and sounds. Use phonic skills consistently and automatically to address unfamiliar or challenging words. Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g.: disagree, misbehave, incorrect. Prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud. Listen to, discuss and express views about a wide range of fiction, poetry and plays – beginning to justify comments. Know that the reader can use morphology and etymology to read unfamiliar words more fluently. 	<ul style="list-style-type: none"> Fluently and automatically read a range of age appropriate text types – including both modern fiction and those from our literary heritage; books from other cultures; myths and legends, poetry, plays, non-fiction and reference or textbooks. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g.: suspect/ suspicious, change/ changeable. Know securely the different pronunciations of words with the same letter -string e.g.; bought, rough, cough, though. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear. 	<ul style="list-style-type: none"> Fluently and effortlessly read the full range of age-appropriate text types including both modern fiction and those from our literary heritage; books from other cultures, myths, legends and traditional stories, poetry, plays, non-fiction and reference or textbooks. Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g.; ambitious, infectious, observation. Use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text,
Fluency	<ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> 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 reread texts to build up fluency and confidence in word reading. Know that reading words at a glance and using punctuation to read in phrases, leads to fluent reading. 	<ul style="list-style-type: none"> To read fluently aloud books, sounding out unfamiliar Words without undue hesitation, sounding and blending. To reread books to build up fluency and confidence in word reading. Know that recognising a wider range of punctuation and reading with appropriate pace, intonation and expression supports understanding. 	<p>Know that expression and intonation can be altered to suit the audience or purpose for reading.</p> <p>Know that by controlling tone, pitch, pace and volume the reader can create an atmosphere.</p> <p>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.</p>			
Word Meanings	<ul style="list-style-type: none"> Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Discuss word meanings, link new meanings to those already known. 	<ul style="list-style-type: none"> Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss favourite words and phrases. 	<ul style="list-style-type: none"> Explain the meaning of words in context; use dictionaries to check meanings. Discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> Explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently. Discuss and explain words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> Discuss their understanding of the meaning of words in context – finding other words which are similar. 	<ul style="list-style-type: none"> Explore finer meanings of words. Show, discuss and explore their understanding of the meaning of vocabulary in context.
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. Link what they read or hear read to their own experiences. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of fictions, poetry and plays – sometimes at a level beyond which they can read independently. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of fiction, poetry and plays – beginning to justify comments. 	<ul style="list-style-type: none"> Read a growing repertoire of texts – both fiction and non-fiction. 	<ul style="list-style-type: none"> Demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction.
Familiarity with Texts	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Be able to talk about familiar books and tell a long story. Engage in story times. Listen to and talk about stories to build 	<ul style="list-style-type: none"> Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognise and join in with predictable phrases. 	<ul style="list-style-type: none"> Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> Identify themes and conventions in a range of books. 	<ul style="list-style-type: none"> Identify themes and conventions in a range of books including the conventions of myths and play scripts and begin to make comparisons. 	<ul style="list-style-type: none"> Be familiar with a range of text types including modern fiction and fiction from our literary heritage; books from other cultures, myths, legends and traditional stories; poetry, plays, non-fiction and reference books. 	<ul style="list-style-type: none"> Demonstrate familiarity with different text types. Accurately identify and comment on the features, themes and conventions across a range of texts and understand their use.

	<p>familiarity and understanding.</p> <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with peers and their teacher. 					<ul style="list-style-type: none"> Discuss and comment on themes and conventions in various genres. 	
Poetry and Performance	<p>Know many rhymes.</p> <p>Learn rhymes, poems and songs.</p> <p>Perform rhymes, poems and stories with others.</p>	<ul style="list-style-type: none"> Appreciate rhymes and poems and recite some by heart. 	<ul style="list-style-type: none"> Build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Recognise some different forms of poetry such as shape poems, free verse or narrative and explain differences. 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. 	<ul style="list-style-type: none"> Recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous. 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. 	<ul style="list-style-type: none"> Read and recite age-appropriate and more challenging poetry that has been learned by heart. To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> Demonstrate that they have learned a wide range of poetry by heart using a range of devices to engage the audience for effect.
Non-Fiction	<p>Engage in non-fiction.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<ul style="list-style-type: none"> Listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher. 	<ul style="list-style-type: none"> Be introduced to non-fiction books that are structures in different ways. 	<ul style="list-style-type: none"> Listen to and discuss a range of non-fiction and reference or textbooks that structured in different ways; identify their characteristics and recognise typical presentational features. Retrieve and record information from non-fiction texts. 	<ul style="list-style-type: none"> Listen to and discuss a range of non-fiction and reference or textbooks that are structured in different way recognising typical presentational features. Know how information is signposted in reference book and use this to retrieve and record information from non-fiction/ reference texts. 	<ul style="list-style-type: none"> Confidently retrieve, record and present information from non-fiction texts. 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction texts – independently and creatively.
Comprehending text	<p>Rereading</p> <ul style="list-style-type: none"> Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	Know that re-reading parts of text that required some slow decoding can increase fluency and understanding.	Know that accurate decoding does not always result in understanding and it is sometimes important to re-read parts of text.	Know that re-reading to clarify words or phrases increases understanding of text.	Know that re-reading to improve pace, expression and intonation increases understanding of text.	Know that re-reading to explore literary language increases understanding of text.	Know that rereading helps the reader find evidence to support their views and opinions.
	Background knowledge	Know that the reader's experiences help them to understand events and characters in text.	Know that comparing similar characters and events in a range of different texts increases understanding.	Know that drawing on a range of familiar texts and experiences helps the reader identify themes, such as the triumph of good over evil.	Know that stories can include a range of themes and that the reader will relate to some of these because of what they have experienced or read in other books.	Know that building knowledge of a topic/theme helps the reader understand text that is outside of their experience.	Know that reading widely develops the reader's general knowledge and supports deeper understanding of text.
	<p>Asking questions</p> <p>Respond to what they hear with relevant questions, comments and actions when being read to.</p> <p>Make comments about what they have heard and ask questions to clarify their understanding.</p>	Know that wondering and asking questions about a text increases understanding and enjoyment.	Know that wondering and asking questions can help the reader develop a deeper understanding of characters and events.	Know that wondering and asking questions about information that is inferred, can help the reader understand themes, such as the triumph of good over evil.	Know that asking questions about text helps the reader explore different perspectives of characters, authors, and readers.	Know that asking questions helps the reader understand how the author is presenting a view of the world including how they depict values, age, gender and cultural groups.	Know that asking questions about a text can help the reader explore their developing opinions, values and view of the world.
	<p>Prediction</p> <p>Anticipate key events in stories.</p>	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far. Know that prior knowledge as well as information in the text can help the reader make sensible predictions about what might happen. 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far. Know that some of the things the reader knows about characters or events even though they are not written down can help them predict what might happen. 	<ul style="list-style-type: none"> Predict what might happen from simple details both stated and implied. Know that predicting requires the reader to link salient points as they read to confirm or reject ideas. 	<ul style="list-style-type: none"> Make credible predictions about what might happen from details stated and implied. Know that predicting is an ongoing process that helps the reader monitor and adjust their understanding of text. 	<ul style="list-style-type: none"> Make credible and insightful predictions. 	<ul style="list-style-type: none"> Make credible and insightful predictions which are securely rooted in the text.
	<p>Vocabulary</p> <p>Use recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p>	Know that some words or phrases will need clarifying if they are not understood in text that is heard or read.	Know that words and phrases can have more than one meaning but one will make sense in the context of the text.	Know that the context of the text can be used to infer the meaning of unfamiliar words and phrases.	Know that morphology and etymology help the reader understand unfamiliar words and phrases.	Know that reading more widely develops the reader's ability to use a range of strategies to clarify unfamiliar words and understand text.	Know that building a wide vocabulary and deep understanding of literary language helps the reader understand and enjoy a wide range of challenging text.
	<p>Inference</p> <p>.</p>	<ul style="list-style-type: none"> Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Know that the reader can understand why things happen, and why a character feels or behaves in a certain way even though it is not written down. 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. Answer and ask questions. Know that the reader can use ideas from the text and their own experience to explain why things happen and why a character might behave or feel a certain way, even though it is not written down. 	<ul style="list-style-type: none"> Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives from their actions or words. Know that the reader can use ideas from the text that are inferred to understand themes, such as the triumph of good over evil. 	<ul style="list-style-type: none"> Draw inference and justify with evidence e.g. characters' feelings, thoughts and motives from their actions/ words – and draw comparisons with little prompting. Know that there is more than one reason why events happen or why a character might feel or behave in a certain way and using parts of the text can help the reader justify what they have inferred. 	<ul style="list-style-type: none"> Draw inference and justify these with evidence from the text e.g. explain how a characters' feeling changed and how they know this. Know that inference supports the reader to understand literary language and explore vocabulary more deeply. 	<ul style="list-style-type: none"> Make developed inferences and explain and justify with textual evidence to support their reasoning. Know that inference supports the reader to explore how authors provide information, values, and ideas to present the world in different ways.
	Summarising	Know that remembering key points from what has been read helps the reader understand a text.	Know that linking the key points across text helps the reader to understand.	Know that making regular, brief summaries of what has been read increases understanding.	Know that identifying details that support the key points increases understanding.	Know that the key points of a summary may change as the reader reads on.	Know that effective summarising helps the reader identify the most pertinent points to use in discussion and presentation.

Understanding	<ul style="list-style-type: none"> Demonstrate what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 	<ul style="list-style-type: none"> Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. 	<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correct inaccurate reading. 	<ul style="list-style-type: none"> Check the text makes sense, reading to the punctuation and usually re-reading or self-checking. Explain and discuss their understanding of the text e.g. explain events, describe a character's actions. Identify how language, structure and presentation contribute to meaning e.g. trembling indicates that the child is scared, text box provides a list of quick facts. 	<ul style="list-style-type: none"> Check that the text makes sense, reading to the punctuation and habitually re-reading. Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character may change through the story etc... Identify and summarise main areas drawn from more than one paragraph e.g. a persuasive message to recycle rubbish. Identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs. 	<ul style="list-style-type: none"> Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. use of bullet points; how a letter is set out; introductory paragraphs. Make comparisons within and across texts e.g. compare two ghost stories. Distinguish fact from opinion with some accuracy and awareness of ambiguity. Summarise main ideas from more than one paragraph – identifying key details which support the main idea. 	<ul style="list-style-type: none"> Identify language, structural and presentational features in texts and explain how they contribute to meaning. Use contextual evidence to make sense of the text. Make accurate and appropriate comparisons within and across different texts. Distinguish between fact and opinion accurately and discuss ambiguity between the two. Confidently summarises content drawn from more than one paragraph.
Words In Context and Authorial	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. 	<ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect. 	<ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. 	<ul style="list-style-type: none"> 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.
Analysing text		Know that language in text differs from spoken language.	Know that language in text can have an emotional impact on the reader.	Know that the author makes deliberate choices about language and presentation to have an impact on the reader.	Know that the author's choice of language and presentation directs how the reader perceives characters, settings, topics and themes.	Know that the author's use of language and presentation can be interpreted in different ways and that the reader needs to be able to justify their interpretation.	<ul style="list-style-type: none"> Know that the author's choice of language and presentation can create bias and the reader needs to consider how this influences their developing opinions, values, and view of the world.
Responding to text	Preference - choice	Know that readers can say why they do or do not like a text.	Know that readers have favourite authors and genres.	Know that sharing recommendations helps readers to expand their preferences.	Know that reading widely helps readers to expand their preferences.	Know that reading books beyond the reader's preferences helps to develop their understanding of other people's experiences and views of the world.	Know that reading books beyond the reader's preferences helps them to explore their developing opinions, values, and view of the world.
	Discussing reading	<ul style="list-style-type: none"> Participate in discussion about what is read to them, take turns and listen to what others say. Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> Participate in discussion about books, poems and other works that are read to them and 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 they read for themselves. 	<ul style="list-style-type: none"> Engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school. During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say. 	<ul style="list-style-type: none"> Engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references. During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say. 	<ul style="list-style-type: none"> Recommend books to others – giving detailed reasons. Readily ask pertinent questions to enhance understanding. Participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others' views courteously. Explain what they know or have read – including through formal presentations and debates, using notes where necessary. 	<ul style="list-style-type: none"> State own preferences and recommend books to others – giving substantial reasons. Post hypotheses and ask probing questions to enhance understanding. Discuss books, expressing and justifying opinions, building ideas and challenging others' views courteously. Explain their understanding of what they have read – including through formal presentations and debates – maintaining a focus on the topic.
	Book talk/ discussion	Know that to discuss a text the reader needs to listen to others and share their own opinions.	Know that discussing texts that are read or heard increases understanding and enjoyment.	Know that considering the comments others make about a text may change the reader's opinion.	Know that evidence from the text can be used in discussion to help the reader build and challenge their own and others' ideas.	Know that discussing text helps the reader to develop their understanding of other people's experiences and views of the world.	Know that discussing text helps the reader to explore their developing opinions, values, and view of the world.
	Drama/interaction	Know that role play helps the reader retell the events of a text in order.	Know that drama helps the reader develop a deeper understanding of characters and events.	Know that drama helps the reader explore and understand themes in text.	Know that drama helps the reader develop empathy and to see events from different perspectives.	Know that drama helps the reader to extend their vocabulary by using literary language in context.	Know that drama helps the reader to look beyond the text and explore their developing opinions, values, and view of the world.
	Retrieval	Know that readers can show what they have understood about a text by answering questions.	Know that readers need to identify what the question is asking for and retrieve evidence from the text when answering literal and inferential questions.	Know that readers use organisational features (e.g. title, headings, index, captions) in text to locate pertinent information.	Know that readers skim and scan text to retrieve pertinent information.	Know that readers can use information they have retrieved in a variety of ways (e.g. to participate in debates and create formal presentations).	Know that readers need to evaluate the credibility of the information retrieved from a variety of texts/sources.