

Reading Progression

Reading – Word Reading

Reading – Word Reading			
	Phonics and Decoding	Common Exception Words	Fluency
EYFS	<p>Reception (LIT): Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>ELGs (LIT): Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Reception (LIT): Read a few common exception words matched to the school's phonic programme.</p> <p>ELGs (LIT): To read some common irregular words.</p>	<p>Reception (LIT): Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>ELGs (LIT): Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>
	Phonics and Decoding	Common Exception Words	Fluency
Year 1	<ul style="list-style-type: none"> ● To apply phonic knowledge and skills as the route to decode words. ● To blend sounds in unfamiliar words using the GPCs that they have been taught. ● To respond speedily, giving the correct sound to graphemes for 	<p>To read Y1 common exception words.</p>	<ul style="list-style-type: none"> ● To read accurately texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.

	<p>all of the 40+ phonemes.</p> <ul style="list-style-type: none"> ● Read other words of more than one syllable that contain taught GPCs. ● To read words containing taught GPCs. ● To read words containing -s, -es, -ing, -ed and -est endings. ● To read words with contractions 		<ul style="list-style-type: none"> ● To reread texts to build up fluency and confidence in word reading.
Year 2	Phonics and Decoding	Common Exception Words	Fluency
	<ul style="list-style-type: none"> ● To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. ● To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. ● To accurately read most words of two or more syllables. ● To read most words containing common suffixes. 	To read most Y1 and Y2 common exception words.	<ul style="list-style-type: none"> ● To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. ● To reread these books to build up fluency and confidence in word reading.
Year 3	Phonics and Decoding	Common Exception Words	Fluency
	<ul style="list-style-type: none"> ● To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). ● To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- ● To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. 	To begin to read Y3/Y4 exception words.	<ul style="list-style-type: none"> ● Begin to read aloud with expression and intonation. ● Read independently using a range of strategies to decode unfamiliar words and to establish meaning, e.g. self-correcting, re-reading, pictures, context.

Year 4	Phonics and Decoding	Common Exception Words	Fluency
	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. 	To read all Y3/Y4 exception words.	<ul style="list-style-type: none"> Read aloud with intonation and expression.
Year 5	Phonics and Decoding	Common Exception Words	Fluency
	<ul style="list-style-type: none"> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. 	To read most Y5/Y6 exception words.	<ul style="list-style-type: none"> Read aloud with pace, fluency and expression, taking into account a wide range of presentational devices and punctuation.
Year 6	Phonics and Decoding	Common Exception Words	Fluency
	<ul style="list-style-type: none"> Apply knowledge of root words, prefixes and suffixes to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 	To read all Y5/Y6 exception words.	<ul style="list-style-type: none"> To read age-appropriate books with confidence and fluency (including whole novels). Read aloud with pace, fluency and expression, taking punctuation, presentation and author's intent into account.

Reading – Comprehension

	Range of Reading	Familiarity with Texts	Word Meanings	Understanding	Inference	Prediction	Author Intent	Non Fiction
EYFS	Engage in a wide range of poems, stories and non fiction.	<p>In Reception: Listen to and talk about stories to build familiarity and understanding. (C&L) Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. (C&L)</p> <p>Early Learning Goals: Retelling stories and narratives using their own words. (LIT)</p>	<p>In Reception: Use new vocabulary in different contexts. (C&L)</p> <p>Early Learning Goals: Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play. (LIT) Make use of recently introduced vocabulary</p>	<p>In Reception: Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. (LIT)</p> <p>Early Learning Goals: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. (LIT)</p>		<p>Early Learning Goals: Anticipate (where appropriate) key events in stories. (LIT)</p>		<p>In Reception: Engage in non-fiction books. (C&L) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (C&L)</p>

			from stories, nonfiction, rhymes and poems when appropriate. (C&L)					
	Range of Reading	Familiarity with Texts	Word Meanings	Understanding	Inference	Prediction	Author Intent	Non Fiction
Year 1	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.	Recognise and join in with predictable phrases become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.	Discuss word meanings and link new meanings to words already known.	<p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Be encouraged to link what they read or hear read to their own experiences.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p> <p>Answer simple</p>	<p>Discuss the significance of the title and events.</p> <p>Make inferences based on what is being said and done.</p>	Predict what might happen based on what has been read so far.		Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.

				retrieval questions about a text and find evidence to support answers.				
Year 2	Range of Reading	Familiarity with Texts	Word Meanings	Understanding	Inference	Prediction	Author Intent	Non Fiction
	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.	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry.	Discuss and clarify the meanings of words and link new meanings to known vocabulary. Discuss their favourite words and phrases.	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. Make links between a current book and those already read. Check that the text makes sense to them as they read and correct	Make inferences on the basis of what is being said and done. Answer and ask questions.	Predict what might happen based on what has been read so far.		Be introduced to non-fiction books that are structured in different ways.

				<p>inaccurate reading.</p> <p>Answer simple retrieval questions about a text and find evidence to support answers.</p>				
Year 3	Range of Reading	Familiarity with Texts	Word Meanings	Understanding	Inference	Prediction	Author Intent	Non Fiction
	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Answer retrieval questions about a text and find evidence to support answers.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>	<p>Retrieve and record information from non-fiction texts.</p>

				<p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Identify morals and messages in a story.</p>				
	Range of Reading	Familiarity with Texts	Word Meanings	Understanding	Inference	Prediction	Author Intent	Non Fiction
Year 4	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and reading for a range of purposes.</p>	<p>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Identify themes and conventions in a wide range of books.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context.</p> <p>Answer retrieval questions about a text and find evidence to support answers.</p> <p>Ask questions to improve their understanding of a text.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.</p> <p>Justify inferences with evidence.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p>	<p>Retrieve and record information from non-fiction texts.</p>

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	Range of Reading	Familiarity with Texts	Word Meanings	Understanding	Inference	Prediction	Author Intent	Non Fiction
Year 5	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Make comparisons within and across books.</p>	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Answer retrieval questions about a text and find evidence to support answers.</p> <p>Ask questions to improve their understanding.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p>

				Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.				
	Range of Reading	Familiarity with Texts	Word Meanings	Understanding	Inference	Prediction	Author Intent	Non Fiction
Year 6	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Read books that are structured in different ways and read for a range of purposes.</p> <p>Make comparisons within and across books.</p>	<p>Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing.</p>	<p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context.</p> <p>Answer retrieval questions about a text and find evidence to support answers.</p> <p>Ask questions to improve their understanding.</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence.</p>	<p>Predict what might happen from details stated and implied.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.</p>	<p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction texts.</p>

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Reading – Speaking and Listening

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EYFS	Poetry and Performance	Discussing Reading
	In Reception: Listen carefully to rhymes and songs, paying attention to how they sound. (C&L) ELG: Learn rhymes, poems and songs. (C&L)	In Reception: Listen to and talk about stories to build familiarity and understanding. (C&L) ELG: 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. (C&L)
Year 1	Poetry and Performance	Discussing Reading
	Learn to appreciate rhymes and poems, and to recite some by heart.	Participate in discussion about what is read to them by taking turns and listening to what others say. Explain clearly their understanding of what is read to them.
Year 2	Poetry and Performance	Discussing Reading
	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Year 3	Poetry and Performance	Discussing Reading
	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.
Year 4	Poetry and Performance	Discussing Reading
	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognise some different forms of poetry.	Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say.

Year 5	Poetry and Performance	Discussing Reading
	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>
Year 6	Poetry and Performance	Discussing Reading
	Learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	<p>Recommend books that they have read to their peers and giving reasons for their choices.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Provide reasoned justifications for their views.</p>