

Reading Progression Document

Word reading	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<p>3-4 Years Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother</p> <p>4-5 Years Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known 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 Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> <p>ELG 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>Apply phonics to decode Blend sounds taught in unfamiliar words Speedily give correct phoneme for grapheme for all 44+ sounds Read words with taught GPCs Read words with -s, -es, -ing, -ed, -est endings Read contractions I'm, I'll, we'll</p>	<p>Continue to apply phonics to decode until decoding is automatic and fluent Blend sounds taught Recognise alternative sounds for graphemes Read most two or more syllable words Read most common suffixes (see phonic progression programme for details)</p>	<p>Use phonics to decode quickly and accurately for unknown words Use knowledge of root words and prefixes to decode (see phonic progression programme for details)</p>	<p>Read most words fluently Decode unfamiliar words with speed Recognise word meaning through contextual clues Use knowledge of root words and prefixes and suffixes and word endings to decode (see phonic progression programme for details)</p>	<p>Read accurately and fluently for most words Understand word meaning through: Root words Prefix and suffix Word endings Read aloud fluently</p>	<p>Read fluently Know all Y5/6 statutory words Understand word meaning through: Root words Prefix and suffix Word endings Read aloud fluently Context</p>

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Common exception words	<p>4-5 Years Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>ELG Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	Read Y1 CEW, noting tricky bits	Read most Y1 and Y2 CEW, noting tricky bits	Read Y3 statutory words, noting tricky bits	Read Y3 and Y4 statutory words, noting tricky bits	Read Y5 statutory words, noting tricky bits	Read Y5 and 6 statutory words, noting tricky bits
Fluency	<p>4-5 Years 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>ELG Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	Accurately read texts that match phonic ability Re-read texts to build up fluency	Read aloud books that match phonic skills taught Sound out unfamiliar words without hesitation Re-read texts to build up fluency Read 90 words a minute in age appropriate text	Word reading should focus upon vocabulary development and understanding			

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Compre- hension	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies		Read and check for sense and self-correct	Use what they know and what they have been told to understand Read and check for sense and self-correct				
Words in context and authorial choice	4-5 Years C&L - Learn new vocabulary. (LAU)	Discuss word meaning and link meanings to those already known	Discuss and clarify word meaning Link meaning to words known Discuss favourite words and phrases	Check text sense Discuss and explain word meaning in context Discuss authors' word choices and phrases for effect	Discuss vocabulary used to capture interest and imagination	Discuss and evaluate vocabulary used by author to create effect including figurative language and its impact on reader	Analyse and evaluate use of language including figurative Use terminology such as metaphor, simile, analogy, imagery, style, effect
Inference and prediction	ELG Anticipate – where appropriate – key events in stories. (Comp) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (S)	Begin to make simple inferences Predict what might happen based upon what has been read so far	Make inferences based upon what has been said and done Predict what might happen based upon reading so far	Ask and answer questions including some simple inference questions based on characters' feelings, thought and motives Justify predictions using text evidence	Draw inferences from characters' feelings, thought and motives Justify predictions from details stated and implied	Draw inferences from characters' feelings, thought and motives Make predictions based on details stated and implied, justifying them in detail with text evidence	Consider different accounts of the same event Discuss viewpoints (both of author and characters) Discuss how characters change and develop through texts by drawing inferences based on indirect clues

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Comparing, contrasting and commenting	<p>4-5 Years (C&L) Ask questions to find out more and to check they understand what has been said to them. (LAU) Listen to and talk about stories to build familiarity and understanding. (LAU) Articulate their ideas and thoughts in well-formed sentences. (S) Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen. (S)</p> <p>ELG Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. 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. (LAU) Make comments about what they have heard and ask questions to clarify their understanding. (LAU) Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (S)</p>	<p>Listen to stories and discuss range of fiction, non-fiction and poetry at a level beyond which they can read independently Link what they have read or listened to to their own experience Retell familiar stories in increasing detail Discuss a text, taking turns and listening to others Discuss significance of titles and events</p>	<p>Discuss texts which are beyond a level they can independently read Explain views and opinions Be familiar with and retell a wide range of stories and poems Sequence story events and how items of information are related Recognise simple recurring literacy language Ask and answer questions about a text Make links between texts</p>	<p>Discuss a wide range of fiction, poetry, plays, non-fiction and reference books. Use appropriate terminology when discussing texts</p>	<p>Discuss and compare texts from a variety of genres and writers Read for a range of purposes Identify themes and conventions Refer to authorial style and themes Discuss grammatical features (first person, tense) Discuss use of presentational devices Identify how language, structure and presentation contribute to meaning Summarise main ideas</p>	<p>Read wide range of genres Identify text features for each genre Compare text genres and their features Discuss texts and build on their own and others' ideas Challenge views courteously Identify main ideas and summarise Recommend texts to peers and others</p>	<p>Read for pleasure Discuss, compare and evaluate in depth a wide range of genres Recognise more complex themes such a heroism and loss Explain and understand what they read through formal presentations and debates Keep focus on the topic of discussion and use notes where necessary Listen to guidance and feedback on the quality of their explanations and make improvements Draw out key information and summarise Distinguish between fact and opinion Provide reasoned justification for views Compare characters, settings, themes within a text and across texts</p>

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Poetry and performance	<p>3-4 Years Spot and suggest rhymes Know many rhymes, be able to talk about familiar books, and be able to tell a long story. (LAU)</p> <p>4-5 Years Learn rhymes, poems and songs. (LAU) Listen carefully to rhymes and songs, paying attention to how they sound. (LAU)</p> <p>ELG Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (S)</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play (Comp)</p>	Recite simple poems by heart	Continue to build up a repertoire of learnt poems, appreciating and reciting some of these with appropriate intonation to make meaning clear	Prepare and perform poems and plays that show some audience awareness when reading aloud Begin to use appropriate intonation and volume when reading aloud	Recognise and discuss different forms of poetry eg free verse, narrative poetry Prepare and perform poems and plays with appropriate techniques (intonation, tone, volume and action) to show awareness of reader when reading aloud	Show awareness of audience when reading aloud, using intonation, volume, tone and action	Confidently perform texts including poems learnt by heart using a wide range of devices to engage the audience and for effect
Non-fiction	<p>4-5 Years Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. (Comp)</p> <p>Engage in non-fiction books. (LAU) Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. (LAU)</p> <p>ELG Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. (S)</p>		Recognise that non-fiction books are often structured in different ways	Retrieve and record information from non-fiction texts	Use all organisational devices from non-fiction to retrieve, record and discuss information Use dictionaries to check word meaning of unfamiliar words	Use knowledge of texts and organisational devices to retrieve, record and discuss information	Retrieve, record and present information from non-fiction texts Use non-fiction materials for purposeful information retrieval (in other subjects and real life situations)



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