

Reading Progression



Word Reading					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-read books to build up their fluency and confidence in word reading Read other words of more than one syllable that contain taught GPCs Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correct inaccurate reading Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Re-read books to build up their fluency and confidence in word reading Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<ul style="list-style-type: none"> 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> 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 Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet

Reading Progression



Comprehension						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Clarify	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Check that the text makes sense to them as they read and correcting inaccurate reading Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher Discuss word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Understand both the books they can already read accurately and fluently, and those they listen to Draw on what they already know or on background information and vocabulary, provided by the teacher Discuss and clarify the meanings of words, linking new meanings to known vocabulary Check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Use dictionaries to check the meaning of words that they have read Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> Ask questions to improve their understanding of a text Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context 	<ul style="list-style-type: none"> Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context Ask questions to improve their understanding of a text
Summarise		<ul style="list-style-type: none"> Discuss the sequence of events in books and how items of information are related 		<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas 	<ul style="list-style-type: none"> Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas

Reading Progression



Comprehension						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Select & Retrieve	<ul style="list-style-type: none"> Participate in discussion about what is read to them, taking turns and listening to what others say 	<ul style="list-style-type: none"> Answer questions Ask questions 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction Distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction between statements of fact and opinion
Respond & Explain	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> 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 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Recommend books that they have read, giving reasons for their choices Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views 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 	<ul style="list-style-type: none"> Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously Provide reasoned justifications for their views 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

Reading Progression



Inference

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions Justify inferences with evidence 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Language for Effect

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Recognise and join in with predictable phrases Read aloud their writing clearly enough to be heard by their peers and the teacher 	<ul style="list-style-type: none"> Recognise simple recurring literary language in stories and poetry Read aloud what they have written with appropriate intonation to make the meaning clear Discuss favourite words and phrases 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone, volume and action when performing poems and playscripts Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4 writing National curriculum) 	<ul style="list-style-type: none"> Identify how language, structure, and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) 	<ul style="list-style-type: none"> Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)

Reading Progression



Themes and Conventions					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • Become very familiar with key stories, fairy stories and traditional tales • Begin to appreciate rhymes and poems, and to recite some by heart • Discuss the significance of the title and events • Become very familiar with key stories, fairy stories and traditional tales, retelling them • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<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 • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Read non-fiction books that are structured in different ways • 	<ul style="list-style-type: none"> • Read books that are structured in different ways and show some awareness of the various purposes for reading • Identify themes and conventions in a wide range of books • Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally 	<ul style="list-style-type: none"> • Identify themes and conventions in a wide range of books • Recognise some different forms of poetry [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> • Identify and discuss themes and conventions in a wide range of writing • Read books that are structured in different ways and read for a range of purposes • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Make comparisons within and across books 	<ul style="list-style-type: none"> • Identify and discuss themes and conventions in a wide range of writing • Read books that are structured in different ways and read for a range of purposes • Make comparisons within and across books • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader