Reading Progression Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 2 Apply phonic ☐ Secure phonic ☐ Apply their ☐ Apply their ☐ Apply their ☐ Apply their Decoding knowledge to decoding until growing growing growing growing decode words reading is fluent knowledge of knowledge of knowledge of knowledge of Speedily read ☐ Read accurately root words, root words, root words, root words, all 40+ by blending, prefixes and prefixes and prefixes and prefixes and suffixes suffixes letters/groups including suffixes, both to suffixes, both to (morphology for 40+ alternative read aloud and read aloud and (morphology phonemes sounds for to understand to understand and etymology), and Read the meaning of the meaning of both to read etymology), graphemes new words they new words they ☐ Read multi aloud and to both to read accurately by blending syllable words understand the aloud and to meet meet taught GPC containing these meaning of new ☐ Read further ☐ Read further understand the graphemes exception words, exception words, words that they meaning of Read common exception ☐ Read common noting the noting the meet new words suffixes that they meet word unusual unusual Read common correspondences ☐ Read exception correspondences words, noting between spelling between spelling suffixes (-s, and sound, and es, - ing, -ed, unusual and sound, and etc.) correspondences where these where these Read multi ☐ Read most occur in the occur in the syllable words words quickly & word word accurately containing taught GPCs without overt sounding and ? Read blending contractions and

understanding

| Range of reading | use of apostrophe Paead aloud phonically-decode able texts Listening to and discussing 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 | ☐ Listening to, discussing and expressing 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 | ☐ Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks ☐ Reading books that are structured in different ways and reading for a range of purposes | ☐ Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks ☐ Reading books that are structured in different ways and reading for a range of purposes | ☐ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks ☐ Reading books that are structured in different ways and reading for a range of purposes. ☐ Making comparisons within and across books | ☐ Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. ☐ Reading books that are structured in different ways and reading for a range of purposes ☐ Making comparisons within and |
|------------------------|---|--|---|---|--|---|
| Eamiliarity with | ☐ Becoming very | ☐ Becoming | ☐ Increasing their | ☐ Increasing their | ☐ Increasing their | across books ☐ Increasing their |
| Familiarity with texts | familiar with key stories, fairy stories and traditional | increasingly familiar with and retelling a wider range of stories, | familiarity with a wide range of books, including fairy stories, | familiarity with a wide range of books, including fairy stories, | familiarity with a wide range of books, including myths, legends | familiarity with a wide range of books, including |
| | tales, retelling | fairy stories and | myths and | myths and | and traditional | myths, legends |

| | them and considering their particular characteristics Recognising and joining in with predictable phrases | traditional tales Recognising simple recurring literary language in stories and poetry | legends, and retelling some of these orally Identifying themes and conventions in a wide range of books | legends, and retelling some of these orally Identifying themes and conventions in a wide range of books | stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing | and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions Identifying and discussing themes and conventions in and across a wide range of writing |
|------------------------|---|---|---|---|---|---|
| Poetry and performance | ☐ Learning to appreciate rhymes and poems, and to recite some by heart | ☐ Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | ☐ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ☐ Recognising some different forms of poetry | ☐ Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action ☐ Recognising some different forms of poetry | ☐ Learning 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 | □ Learning 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 |

| Word Meanings | ☐ Discussing word meanings, linking new meanings to those already known | ☐ Discussing and clarifying the meanings of words, linking new meanings to known vocabulary ☐ Discussing their favourite words and phrases | ☐ Using dictionaries to check the meaning of words that they have read | ☐ Using dictionaries to check the meaning of words that they have read | | |
|---------------|---|--|---|---|--|--|
| Understanding | ☐ Drawing on what they already know or on background information and vocabulary provided by the teachers. ☐ Checking that the text makes sense to them as they read and correcting inaccurate reading | ☐ Discussing the sequence of events in books and how items of information are related ☐ Drawing on what they already know or on background information and vocabulary provided by the teachers ☐ Checking that the text makes sense to them as they read and correcting inaccurate reading | ☐ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ☐ Asking questions to improve their understanding of a text ☐ Identifying main ideas drawn from more than one paragraph and summarising these | ☐ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ☐ Asking questions to improve their understanding of a text ☐ Identifying main ideas drawn from more than one paragraph and summarising these | ☐ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ☐ Asking questions to improve their understanding of a text ☐ Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | ☐ Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context ☐ Asking questions to improve their understanding of a text ☐ Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |

| Inference | *discussing the | *making inferences | *drawing | *drawing | *drawing | *drawing |
|------------------|---------------------|--------------------|--------------------|--------------------|--------------------|--------------------|
| merenee | significance of the | on the basis of | inferences | inferences | inferences | inferences such as |
| | title and events | what | such as inferring | such as inferring | such as inferring | inferring |
| | *making | is being said and | characters' | characters' | characters' | characters' |
| | inferences on the | done | feelings, | feelings, | feelings, | feelings, |
| | basis of what is | *answering and | thoughts and | thoughts and | thoughts and | thoughts and |
| | being said and | asking questions | motives from their | motives from their | motives from their | motives from their |
| | done | | actions, and | actions, and | actions, and | actions, and |
| | | | justifying | justifying | justifying | justifying |
| | | | inferences | inferences | inferences | inferences |
| | | | with evidence | with evidence | with evidence | |
| Prediction | □ Predicting | ☐ Predicting | □ Predicting what | □ Predicting what | □ Predicting what | ☐ Predicting what |
| | what might | what might | might happen | might happen | might happen | might happen |
| | happen on the | happen on the | from details | from details | from details | from details |
| | basis of what | basis of what | stated and | stated and | stated and | stated and |
| | has been read | has been read | implied | implied | implied | implied |
| | SO | so | | | | |
| | far | far | | | | |
| Authorial Intent | | | ☐ Discussing words | ☐ Discussing words | ☐ Identifying how | ☐ Identifying how |
| | | | and phrases that | and phrases that | language, | language, |
| | | | capture the | capture the | structure and | structure and |
| | | | reader's interest | reader's interest | presentation | presentation |
| | | | and imagination | and imagination | contribute to | contribute to |
| | | | ☐ Identifying how | ☐ Identifying how | meaning | meaning |
| | | | language, | language, | ☐ Discuss and | ☐ Discuss and |
| | | | structure, and | structure, and | evaluate how | evaluate how |
| | | | presentation | presentation | authors use | authors use |
| | | | contribute to | contribute to | language, | language, |
| | | | meaning | meaning | including | including |
| | | | | | figurative | figurative |
| | | | | | language, | language, |
| | | | | | considering the | considering the |
| | | | | | impact on the | impact on the |

| | | | | | reader | reader |
|-------------|--------------------|--------------------|-------------------|-------------------|--------------------|------------------|
| Non-Fiction | ☐ Being introduced | ☐ Being introduced | ☐ Retrieve and | ☐ Retrieve and | ☐ Distinguish | ☐ Distinguish |
| | to non-fiction | to non-fiction | record | record | between | between |
| | books that are | books that are | information | information | statements of | statements of |
| | structured in | structured in | from non-fiction | from non-fiction | fact and opinion | fact and |
| | different ways | different ways | | | ☐ Retrieve, record | opinion |
| | | | | | and present | ☐ Retrieve, |
| | | | | | information | record and |
| | | | | | from non-fiction | present |
| | | | | | | information |
| | | | | | | from nonfiction |
| Discussing | ☐ Participate in | ☐ Participate in | ☐ Participate in | ☐ Participate in | ☐ Recommending | ☐ Recommending |
| Reading | discussion | discussion about | discussion about | discussion about | books that they | books that they |
| Reading | about what is | books, poems & | books, poems & | books, poems & | have read to | have read to |
| | read to them, | other works that | other works that | other works that | their peers, | their peers, |
| | taking turns | are read to them | are read to them | are read to them | giving reasons | giving reasons |
| | and listening | & those that | & those that | & those that | for their choices | for their |
| | to what others | they can read for | they can read for | they can read for | ☐ Participate in | choices |
| | say | themselves, | themselves, | themselves, | discussions | ☐ Participate in |
| | ☐ Explain clearly | taking turns and | taking turns and | taking turns and | about books, | discussions |
| | their | listening to what | listening to what | listening to what | building on their | about books, |
| | understanding | others say | others say | others say | own and others' | building on |
| | of what is read | ☐ Explain and | | | ideas and | their own and |
| | to them | discuss their | | | challenging | others' ideas |
| | | understanding of | | | views | and challenging |
| | | books, poems | | | courteously | views |
| | | and other | | | ☐ Explain and | courteously |
| | | material, both | | | discuss their | ☐ Explain and |
| | | those that they | | | understanding | discuss their |
| | | listen to and | | | of what they | understanding |
| | | those that they | | | have read, | of what they |
| | | read for | | | including | have read, |
| | | themselves | | | through formal | including |

| | | presentations and debates. □ Provide reasoned justifications for | through formal presentations and debates. □ Provide reasoned |
|--|--|---|---|
| | | their views | justifications for their views |