


Progression of Reading

	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum programme of study from The Aims for English.	<p>Word reading Say a sound for each letter of 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 and some common exception words.</p>	<p>Reading</p> <p>The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:</p> <ul style="list-style-type: none"> word reading comprehension (both listening and reading) <p>It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.</p>					
Area of learning	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>(LIT) Blend the taught sounds to read CVC, CVCC and CCVC words. Read words consistent with their phonic knowledge by sound blending.</p> <p>(LIT) Read some taught common exception/ high frequency and familiar words.</p> <p>(LIT) Read sentences made up of words with taught sounds and common exception words.</p> <p>Read aloud some simple sentences and books that are consistent with their phonic knowledge including some common exception words.</p>	<p>Apply phonic knowledge to decode words read aloud phonically-decodable texts.</p> <p>Re-read books to build fluency and confidence.</p> <p>Read simple sentences and understand the meaning including what a pronoun is. Read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes</p> <p>Read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)</p> <p>Read polysyllabic words containing taught GPCs. Read common suffixes (-s, -es, -ing, -ed, -er and -est)</p> <p>read contractions and understand that the</p>	<p>Read independently using a range of strategies appropriately, including decoding, to establish meaning.</p> <p>Performing poems and play scripts to read aloud and perform</p> <p>Apply phonic decoding until automatic and reading is fluent .</p> <p>Read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly</p> <p>re-read books to build up fluency and confidence in word reading.</p> <p>note punctuation to read with appropriate expression</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>read Year 2 common exception words, noting unusual correspondences</p> <p>read aloud books matched to phonic knowledge by</p>	<p>Read independently using a range of strategies appropriately, including decoding, to establish meaning.</p> <ul style="list-style-type: none"> Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action Test out different pronunciations of longer words <p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet.</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and</p>	<p>To read independently using a range of strategies to work out unfamiliar words. To perform choral poetry with expressions, annotation tone and volume to consider an audience, and Read Year 4 common exception words, understanding the correspondence between spelling and sound</p> <p>Apply their growing knowledge of root words, prefixes and suffixes(morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Read all Year 4 and 5 common exception words. Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>

		apostrophe represents the omitted letter(s) Read accurately by blending taught GPCs. Develop some fluency and expression, pausing at full stops.	sounding out unfamiliar words automatically read polysyllabic words containing above graphemes Read most words quickly & accurately without overt sounding and blending.	where these occur in the word.			
--	--	--	--	--------------------------------	--	--	--

Comprehension Skills

Word reading-Understanding vocabulary	Children introduced to new vocabulary through verbal discussions. Children have opportunities to develop their own use of the new vocabulary through activities and their own spoken language.	Draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences check that the text makes sense to them as they read and correct inaccurate reading	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 inaccurate reading	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Children are developing strategies to locate the meaning of unfamiliar words. Ask questions to improve their understanding of a text Identify main ideas drawn from more than one paragraph and summarise these.	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context. Ask questions to improve their understanding of a text and unfamiliar words. Have strategies to enable children to independently find the meaning of words they do not understand. Identify main ideas drawn from more than one paragraph and summarise these	Check that the book makes sense to them, Discuss their understanding and explore the meaning of words in context. Ask relevant questions to improve their understanding and independently further their own knowledge to find out the meaning of a word, summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context. Independently use a variety of sources to discover the meaning of unfamiliar words and ideas. Ask relevant questions to improve their understanding, summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
Retrieving information from a text	Demonstrate understanding when talking to others about what they have read	Answer straight forward questions about a story <ul style="list-style-type: none"> Identify the main events or key points in a text Explain clearly their understanding of what is read to them Participate in discussion about what is read to me, taking turns and listening to what others say 	Use text marking to support retrieval of information or ideas from texts <ul style="list-style-type: none"> Scan non-fiction pages to find a relevant section of a text. Children to orally prove where they found information for their answers.	Use text marking to support retrieval of information or ideas from texts <ul style="list-style-type: none"> Scan non-fiction pages to find a relevant section of a texts. Children to orally prove where they found information for their answers.	Skim and scan to identify key ideas and answer questions from a text (nonfiction and fiction) <ul style="list-style-type: none"> Retrieve and record information from a variety of texts (fiction and nonfiction) Locate information quickly and effectively from range of sources by using techniques such as text marking and using the index 	Ask questions to clarify understanding <ul style="list-style-type: none"> Skim and scan non-fiction texts at speed for research Talk confidently about the purpose of the text and the specific intentions of the author Use what I know about text structure to find information Identify, collate and discuss the key ideas and information from a range of sources Compare, contrast and evaluate different books 	Summarizing the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas <ul style="list-style-type: none"> Ask questions to improve understanding Retrieve, record and present information from non-fiction Making comparisons within and across books Distinguish between statements of facts and opinions Explain and discuss their understanding of what they have read, including through informal presentations and debates

Prediction	Make predictions They listen to stories, accurately anticipating key events & respond to what they hear with relevant comments, questions and reactions.	Predict whether a book will be story or non- fiction based upon the cover and title <ul style="list-style-type: none"> ● Predict what might happen based on what has been read so far. 	Make predictions prior to reading based upon the title, cover and skim reading of illustrations <ul style="list-style-type: none"> ● Make predictions based upon events in the text so far ● Make predictions using experience of reading books based on other familiar texts 	Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings <ul style="list-style-type: none"> ● Make predictions based upon events and actions of characters so far in a story ● Make predictions drawing upon knowledge from other texts ● Make predictions based upon background knowledge of the topic. 	Make predictions prior to reading about the likely type of characters or events in a story, based upon the front cover, title, knowledge of the author and different genres of writing <ul style="list-style-type: none"> ● Make plausible predictions based upon events and actions of characters so far in a story, - identifying evidence in the text ● Make predictions drawing upon knowledge from other texts. 	Make predictions about characters based upon reading so far - identifying a range of evidence within and beyond the text to support opinion <ul style="list-style-type: none"> ● Categorise predictions as likely/unlikely, based upon what has been read so far. 	Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author. <ul style="list-style-type: none"> ● Make predictions using evidence stated and implied
Sequencing of information	Can sequence pictures from a story or with familiar events	Sequence pictures for the beginning, middle and end of a story, read	Sequence events from a story, explaining reasons for choices	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reason for	Sequence sections/ outlines of unknown texts based upon knowledge of genre features	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back
Inferring meaning	Answer 'How' and 'Why' questions in response to stories	Recognise why a character is feeling a certain way <ul style="list-style-type: none"> ● Express opinions about main events and characters in a story ● Make simple guesses about the characters ● Link what is read or heard to their own experience, with support 	Discuss reasons for actions and events based on evidence in the text <ul style="list-style-type: none"> ● Empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act ● Make inferences based on knowledge form/of the text and wide connections Begin to describe (in book talk) cause and effect e.g. the effect a character's actions have on other characters <ul style="list-style-type: none"> ● Answer questions and make inferences 	Discuss reasons for actions and events based on evidence in the texts. Identify the cause of an event <ul style="list-style-type: none"> ● Empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act 	Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences from evidence. Identify the multiple causes of an event <ul style="list-style-type: none"> ● Discuss understanding and explain the meaning of words in context 	<ul style="list-style-type: none"> ● Infer messages, moods, feelings and attitudes across a text ● Explore texts to support and justify opinions. Comment on the possible causes of events and actions Identify which causes are most/least likely, based upon evidence in the text and beyond	Infer what might happen from details stated and implied <ul style="list-style-type: none"> ● Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence ● Provide reasoned justifications for views Infer, comment on and make links between the cause and effects of events and actions <ul style="list-style-type: none"> ● Evaluate the impact of different causes and effects on people and places
Authorial intent Fiction				Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	Discuss words and phrases that capture the reader's interest and imagination identify how language, structure, and presentation contribute to meaning	Identify how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language and consider the impact on the reader	Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader

Authorial Intent Non-Fiction	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books.	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently. Discuss and be able to find features of a non-fiction book. Children can describe a difference between a non-fiction and a fiction book.	Be introduced to non-fiction books that are structured in different ways. Be able to read non-fiction extracts from age appropriate texts. Children can give an example of a non-fiction book.	Children developing confidence in non-fiction books that are structured in different ways. Children to be able to read sections of age appropriate non-fiction books. Children can name some features of non-fiction book.	Children can confidently find information from non-fiction books that are structured in different ways. Children can read and understand that features of non-fiction books have specific purposes.	Distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts. Children can immediately use the features of a non-fiction text to retrieve information.	Distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts. Children can independently find information from a non-fiction text to support answers.
Reading discussion	<p>Demonstrate understanding of what has been read to them by re-telling of stories and narratives using their own words and recently used vocabulary.</p> <p>Children can say if they like a book or not. Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. Talk about and respond to stories, rhymes and poetry; . Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p>	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. Children make links between other books giving reasons for similarities and differences.	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. Finding links and looking for similarities and differences between authors.	Participate in discussion about books that are read to them and those they can read for themselves by taking turns and listening to what others say. Giving opinions about books that they have read and giving simple reasons for their own opinions.	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. Children to discuss ideas and characters in books they read independently and as a group and find links between characters of authors similar and different and say which they prefer and why.	Recommend books that they have read to their peers and giving reasons for their choices. Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasoned justifications for their views	Recommend books that they have read to their peers and giving reasons for their choices. participate in discussions about books, building on their own and others' ideas and challenging views courteously. explain and discuss their understanding of what they have read, including through formal presentations and debates provide reasons and justifications for their opinions and think about why others' opinions might be different to their own.