



Progression in Reading

Knowledge and skills	Foundation stage	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p><u>30-50 months</u></p> <ul style="list-style-type: none"> <li>-To enjoy rhyming and rhythmic activities.</li> <li>-To show awareness of rhyme and alliteration.</li> <li>-To recognise rhythm in spoken words.</li> </ul> <p><u>40-60 months</u></p> <ul style="list-style-type: none"> <li>-To continue a rhyming string.</li> <li>-To hear and say the initial sound in words.</li> <li>-To segment the sounds in simple words and blend them together and know which letter represents some of them.</li> <li>-To link sounds to letters, naming and sounding the letters of the alphabet.</li> </ul> <p><u>ELG</u></p>	<ul style="list-style-type: none"> <li>-Apply phonic knowledge to decode words</li> <li>-Speedily read all 40+ letters/groups for 40+ phonemes</li> <li>-Read accurately by blending taught GPC</li> <li>-Read common exception words</li> <li>-Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>-Read multisyllable words containing taught GPCs</li> <li>-Read contractions and understanding</li> </ul>	<ul style="list-style-type: none"> <li>-Secure phonic decoding until reading is fluent</li> <li>-Read accurately by blending, including alternative sounds for graphemes</li> <li>-Read multisyllable words containing these graphemes</li> <li>-Read common suffixes</li> <li>-Read exception words, noting unusual correspondences</li> <li>-Read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>-Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>-Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> </ul>	<ul style="list-style-type: none"> <li>-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</li> </ul>



	<p>-To use phonic knowledge to decode regular words and read them aloud accurately. -To read some common irregular words.</p>	<p>use of apostrophe -Read aloud phonically-decodable texts</p>					
Range of reading	<p><u>30-50 months</u> -To listen to stories with increasing attention and recall. <u>40-60 months</u> -To enjoy an increasing range of books. <u>ELG</u> -To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently-Being encouraged to link what they read or hear read to their own experiences</p>	<p>-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</p>	<p>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Reading books that are structured in different ways and reading for a range of purposes</p>	<p>-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks -Reading books that are structured in different ways and reading for a range of purposes</p>	<p>-Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction 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</p>	<p>-Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction 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</p>
Familiarity with texts	<p><u>30-50 months</u> -To anticipate key events and phrases in rhymes and stories.</p>	<p>-Becoming very familiar with key stories, fairy stories and traditional</p>	<p>-Becoming increasingly familiar with and retelling a wider range of stories, fairy</p>	<p>-Increasing their familiarity with a wide range of books, including fairy stories, myths</p>	<p>-Increasing their familiarity with a wide range of books, including fairy stories, myths and</p>	<p>-Increasing their familiarity with a wide range of books, including myths, legends and traditional stories,</p>	<p>-Increasing their familiarity with a wide range of books, including myths, legends and traditional stories,</p>



	<p>-To describe main story settings, events and principal characters.  <u>40-60 months</u>                      -To follow a story without pictures or props.  <u>ELG</u>                      -To demonstrate understating when talking with others about what they have read.</p>	<p>tales, retelling them and considering their particular characteristics                      -Recognising and joining in with predictable phrases</p>	<p>stories and traditional tales                      -Recognising simple recurring literary language in stories and poetry</p>	<p>and legends, and retelling some of these orally                      -Identifying themes and conventions in a wide range of books</p>	<p>legends, and retelling some of these orally                      -Identifying themes and conventions in a wide range of books</p>	<p>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</p>	<p>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</p>
Poetry & Performance	<p><u>30-50 months</u>                      -To listen to and join in with stories and poems, one-to-one and also in small groups.                      -To join in with repeated refrains in rhymes and stories.                      -To use intonation, rhythm and phrasing to make the meaning clear to others.                      -To develop preference for forms of expression.  <u>40-60 months</u></p>	<p>-Learning to appreciate rhymes and poems, and to recite some by heart</p>	<p>-Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>-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</p>	<p>-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</p>	<p>-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</p>	<p>-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</p>



	<p>-To play cooperatively as part of a group to develop and act out a narrative.</p> <p><u>ELG</u></p> <p>-To express themselves effectively, showing awareness of listeners' needs.</p>						
<p>Word meanings</p>	<p><u>30-50 months</u></p> <p>-To build up vocabulary that reflects the breadth of their experiences.</p> <p><u>40-60 months</u></p> <p>-To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>-To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>-Discussing word meanings, linking new meanings to those already known</p>	<p>-Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>-Discussing their favourite words and phrases</p>	<p>-Using dictionaries to check the meaning of words that they have read.</p> <p>-To discuss authors' choice of words and phrases for effect.</p>	<p>-Using dictionaries to check the meaning of words that they have read</p> <p>-Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>-To discuss vocabulary used by the author to create effect including figurative language.</p> <p>-To evaluate the use of authors; language and explain how it has created an impact on the reader.</p>	<p>-To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>



<p>Understanding</p>	<p><u>30-50 months</u> -To know that print carries meaning and, in English, is read from left to right and top to bottom. <u>40-60 months</u> -To understand humour, e.g. nonsense rhymes, jokes.</p>	<p>-Drawing on what they already know or on background information and vocabulary provided by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>-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 teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>-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</p>	<p>-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</p>	<p>-Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -Asking questions to improve their understanding -Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>-Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -Asking questions to improve their understanding -Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
<p>Inference</p>	<p><u>30-50 months</u> -To begin to understand 'why' and 'how' questions. <u>ELG</u> -To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>-Discussing the significance of the title and events -Making inferences on the basis of what is being said and done</p>	<p>-Making inferences on the basis of what is being said and done -Answering and asking questions</p>	<p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>



Prediction	<p><u>30-50 months</u> -To suggest how a story might end.</p>	-Predicting what might happen on the basis of what has been read so far	-Predicting what might happen on the basis of what has been read so far	-Predicting what might happen from details stated and implied	-Predicting what might happen from details stated and implied	-Predicting what might happen from details stated and implied	-Predicting what might happen from details stated and implied
Non-fiction	<p><u>30-50 months</u> -To know that information can be relayed in the form of print. <u>40-60 months</u> -To know that information can be retrieved from books and computers.</p>		-Being introduced to non-fiction books that are structured in different ways	-Retrieve and record information from non-fiction	-Retrieve and record information from non-fiction	-Distinguish between statements of fact and opinion -Retrieve, record and present information from non-fiction	-Distinguish between statements of fact and opinion -Retrieve, record and present information from non-fiction
Discussing reading		-Participate in discussion about what is read to them, taking turns and listening to what others say -Explain clearly their understanding of what is read to them	-Participate in discussion about books, poems & other works that are read to them & 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	-Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	-Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	-Recommending books that they have read to their peers, 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	-Recommending books that they have read to their peers, 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,



			those that they read for themselves			reasoned justifications for their views	- Provide reasoned justifications for their views
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