



Reading Progression: Whole School

This document has been designed to provide an overview of the progression in curriculum expectations for EYFS to Year 6 in reading. This includes the outline of each of the core areas of the reading curriculum including:

- Word Reading
- Comprehension

There are also additional progression documents for Key Stage 1 and 2 linked specifically to the Content Domains taken from the National end of Key Stage assessments.

This document also refers to the key fundamentals in reading, including:

Early Reading & Phonics

Fluency

Knowledge

Vocabulary

Strategies

Reading for Pleasure

Reading Progression: Foundation 1

Word Reading	Comprehension
• Pre-reading / book handling skills when reading 1:1 with an adult • Engage in activities to look at different kinds of books and texts • See print and pictures used on labels around the environment • See objects used to represent different things in play – for example boxes used to represent a house. • Can name different book parts and can hold a book the right way. • Understand that the adult is reading the print on the page • Know that text has different purposes – for example they can choose between a story and a fiction book because they know that they are different, or they begin to pretend to write letters or notes. • Practise following codes from left to right – for example visual time tables or patterns in maths • Can indicate where an adult will start reading and which direction they will go in. • Begin to spot know graphemes in the environment and they know what words they say. • Can match a label to an object with some visual clues • Begin to spot know graphemes in the environment and they know what words they say. • Begin to orally blend cvc words • Can sequence parts of the story to show beginning middle and end.	• Can show some attention when an adult is reading a story. • Shows interest in different types of books. • Can talk about photos of themselves and topic related pictures • <i>They explore short rhyming books or stories</i> • Recognise familiar books and recall something from the text or pictures. • Distinguish between picture and writing • Listen to books with more engagement and are encouraged to answer questions though share thinking. • Learn some key new vocab from the book • Start to guess what the story will be about from the front cover. • Know you can find out things from a non-fiction book • Question new vocabulary by adult modelling stopping story when new vocabulary appears. • Learn some new vocabulary linked to visit from e.g. A fire engine • Begin to guess what will happen next in a story • Can tell you who the main character is and some main events from a story • Listen to a range of poems and joins in with familiar poems • Explore a range of non-fiction, traditional tales and poems • Retell a story as a class using a story map. • Begin to role play a story in the home corner or with puppets and toys. • Begin to use phrases from a story in their play • Can name their favourite book and give a reason • Explore traditional tales – three billy goats gruff • Can retell the main events of a story and they understand beginning, middle and end. • Remember key vocab from a story and use it when they retell the story. • Can act out a story using props available • Can talk about the characters in stories and their feelings • Can match a label with an object using some grapheme knowledge.

Reading Progression: Foundation 2

Word Reading	Comprehension
• Book handling skills in 1:1 reading sessions • Begin to take appropriate phonetically decodable book home from Rocket Phonics scheme • Take some key words or flash cards • Phonics and reading meetings for parents • Take appropriate phonetically decodable book home from Rocket Phonics scheme Recognise and say all the initial sounds. • Opportunities to read simple labels and sentences in learning environment. • Beginning to read simple sentences identifying number of words and finger spaces. • Children can confidently blend cvc words and some words with digraphs. • They can count how many words are in a sentence. • They know • Re-read familiar books to build up their confidence in word reading, their fluency and their understanding and enjoyment. • Reading simple sentences with digraphs/trigraphs keywords independently • Red book band targets • Reading CCVC words e.g. star • CCVC e.g. train • Using phonic knowledge to read phonically decodable books. • Reading signs and labels in the environment independently • Red book band targets • Using phonic knowledge to read phonically decodable books.	• Show an interest and engagement when sharing a story with an adult. • Join in with a simple repetitive/rhyming text in books • Exploring new vocabulary and understanding it's meaning. • Know who the main characters in a story are and can recall main events • Practise noticing new vocabulary in texts and grow an interest to find out what it means.' • Show interest in their phonetically decodable book and can talk about the story or the pictures. • Ask questions about a story, they can make predictions about what is going to happen next. • Speculate about what might be on a particular page of a non-fiction book. • Know what a contents page is and how to use it • Answer questions about their phonetically decodable book and talk about the main events • Retell a story using a story map • Begin to make their own story map. • Act out the story using props • Can describe how characters in a story may be feeling. • Can talk about the characters and events in their phonetically decodable book and show understanding of what they are reading. • Explain how to use a non-fiction book and how it is different from a story book • Act out conversations and role play between characters in a story. • Retell events from their phonetically decodable book • Choose the books they want read to the class because they have a good understanding of what a book might be like. • Extended conversations and role play between characters in a story. • Use their phonics knowledge to read signs, labels and letters with understanding

Reading Progression: Year 1

Word Reading	Comprehension
- Follow print with eyes, finger-pointing only at points of difficulty - 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 the sound and where these occur in the word. - Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings. - Read other words of more than one syllable that contain taught GPCs. - Read words with contractions (for example, I’m, I’ll, we’ll) and understand that the apostrophe represents the omitted letter (s). - Re-read these books to build up my fluency and confidence in word reading. - Solve new words using print information and understanding of the text to try alternative pronunciations where appropriate <u>Delivered through daily, whole-class phonics teaching and individual reading books matched to phonic knowledge:</u> - Apply phonic knowledge and skills as a route to decode words. - 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.	I can develop pleasure in reading, motivation to read, vocabulary and understanding by: - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently. - Examine non-fiction layout and use the contents page to select which sections of a book to read - Being encouraged to link what I have read or heard read to my own experiences. - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Recognising and joining in with predictable phrases. - Learning to appreciate rhymes and poems, and to recite some by heart. - Discussing word meanings, linking new meanings to those already known. I can understand both the books I can already read accurately and fluently and those I listen to by: - Drawing on what I already know or on background information and vocabulary provided by my teacher. - Re-read to enhance phrasing and clarify precise meaning - Checking that the text makes sense to me as I read and correcting any inaccurate reading with growing confidence throughout the year: - Cross-check all sources of information while reading, and sometimes self-correct - Self-correct more often - Self-correct on-the-run - Cross-check information from print, meaning, syntax and self-correct on-the-run - Discussing the significance of the title and events. - Check information in text with illustrations, particularly in non-fiction and comment on content - Notice relationships between one text and others - Making inferences on the basis of what is being said and done. - Predicting what might happen on the basis of what has been read so far. - I can participate in discussion about what is read to me, taking turns and listening to what others say. - I can explain clearly my understanding of what is read to me. - Take more note of punctuation to support the use of grammar and oral language rhythms - Read with increasingly fluency, attending to print, meaning, punctuation and sentence structure

Key Notes from the National Curriculum:

During Year 1, teachers should build on work from the Early Years Foundation Stage making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonetic skills and knowledge that they have already learnt.

Teachers should ensure that their teaching develops pupils’ oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

Reading Progression: Year 2

Word Reading	Comprehension
• Continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Apply a 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 words containing common suffixes. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to my improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Sustain reading through longer sentence structures and paragraphs • Re-read these books to build up my fluency and confidence in word reading. • Navigate around alphabetically ordered texts such as indexes, glossaries and dictionaries • Search for and find information in texts more flexibly.	I can develop pleasure in reading, motivation to read, vocabulary and understanding by: • Listening to, discussing and expressing views about a wide range of contemporary and classic poems, stories and non-fiction at a level beyond that at which I can read independently. • Discussing the sequence of events in books and how items of information are related. • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Being introduced to non-fiction books that are structured in different ways. • Approaching different genres with increasing flexibility • Adapt to fiction, non-fiction and poetic language with growing flexibility • Recognising simple recurring literary language in stories and poetry. • Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Discuss words that capture interest and imagination. • Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Taking more conscious account of literary effects used by fiction writers, and the formal language of different types of non-fiction I can understand both the books I can already read accurately and fluently and those I listen to by: • Understand the books I read and listen to by drawing on what I already know or on background information and vocabulary provided by the teacher • Checking that the text makes sense to me as I read and correcting any inaccurate reading. • Making inferences on the basis of what is being said and done. • Ask and answer questions, including asking questions to improve understanding of the text. • Predicting what might happen on the basis of what has been read so far. • Taking note of punctuation and using it to keep track of longer sentences whilst reading silently or quietly and at a more rapid pace. Comprehension • I can participate in discussion about books, poems and other works that are read to me and those that I can read to myself, taking turns and listening to what others say. • I can explain and discuss my understanding of books, poems and other materials, both those that I listen to and those that I can read to myself. • Extract meaning from the text while reading with less dependence on illustrations • Show increased awareness of vocabulary and precise meaning • Use punctuation and text layout to read with a greater range of expression and control

Key Notes from the National Curriculum:

- By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level or word reading knowledge.
- During Year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills.
- Pupils should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the Year 2 GPCs accurately and speedily, they should move on to the Years 3 and 4 programme of study for word reading.
- Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

Reading Progression: Year 3

Word Reading	Comprehension
• Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. • Read further exception words, noticing the difference between spelling and sound.	I can develop my positive attitude to reading and understanding of what I read by: • 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. • Using dictionaries to check the meaning of words I have read. • Becoming more familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Identifying themes and conventions in a wide range of books. • Preparing poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action. • Discussing words and phrases that capture the reader's interest and imagination. • Recognising some different forms of poetry (for example, free verse, narrative poetry) I can understand what I read in books and I can read independently by: • Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. • Asking questions to improve my understanding of a text. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Identifying main ideas drawn from more than one paragraph and summarising these. • Identifying how language, structure, and presentation help me to understand the meaning of a text. • I can retrieve and record information from non-fiction. • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Key Notes from the National Curriculum:

- By the beginning of Year 3, pupils should be able to read books written at an age-appropriate interest level.
- As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become fluent and enthusiastic readers who read widely and frequently.
- They should be learning to justify their views about what they have read: with support at the beginning of Year 3 and increasingly independently by the end of Year 4.
- They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in Years 3 and 4 and Years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Reading Progression: Year 4

Word Reading	Comprehension
• Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words. • Read further exception words, noticing the difference between spelling and sound.	I can develop my positive attitude to reading and understanding of what I read by: • 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. • Using dictionaries to check the meaning of words I have read. • Becoming more familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Identifying themes and conventions in a wide range of books. • Preparing poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action. • Discussing words and phrases that capture the reader's interest and imagination. • Recognising some different forms of poetry (for example, free verse, narrative poetry) I can understand what I read in books and I can read independently by: • Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context. • Asking questions to improve my understanding of a text. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Identifying main ideas drawn from more than one paragraph and summarising these. • Identifying how language, structure, and presentation help me to understand the meaning of a text. • I can retrieve and record information from non-fiction. • I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.

Key Notes from the National Curriculum:

- By the beginning of Year 3, pupils should be able to read books written at an age-appropriate interest level.
- As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become fluent and enthusiastic readers who read widely and frequently.
- They should be learning to justify their views about what they have read: with support at the beginning of Year 3 and increasingly independently by the end of Year 4.
- They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.
- The knowledge and skills that pupils need in order to comprehend are very similar are different ages. This is why the programmes of study for comprehension in Years 3 and 4 and Years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

Reading Progression: Year 5

Word Reading	Comprehension
• Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.	I can develop my positive attitude to reading and understanding of what I read by: • 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. • Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • Recommending books that they have read to their peers, giving reasons for their choices. • Identifying and discussing themes and conventions in and across a wide range of writing. • Making comparisons within and across books. • Learning a wider range of poetry by heart. • Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience. • I can understand what I read in books and I can read independently by: • Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. • Asking questions to improve my understanding. • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • Predicting what might happen from details stated and implied. • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea. • Identifying how language, structure, and presentation contribute to meaning. • I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. • I can distinguish between statements of fact and opinion. • I can retrieve, record and present information from non-fiction. • I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. • I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. • I can provide reasoned justifications for my views.

Key Notes from the National Curriculum:

- By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.
- By the end of Year 6, pupils' reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across all subjects and not just in English.
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in Years 3 and 4 and Years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should continue to apply what they have already learnt to more complex writing.

Reading Progression: Year 6

Word Reading	Comprehension
Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.	I can develop my positive attitude to reading and understanding of what I read by: - 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. - Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - Recommending books that they have read to their peers, giving reasons for their choices. - Identifying and discussing themes and conventions in and across a wide range of writing. - Making comparisons within and across books. - Learning a wider range of poetry by heart. - Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience. I can understand what I read in books and I can read independently by: - Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context. - Asking questions to improve my understanding. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. - Predicting what might happen from details stated and implied. - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea. - Identifying how language, structure, and presentation contribute to meaning. - I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - I can distinguish between statements of fact and opinion. - I can retrieve, record and present information from non-fiction. - I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously. - I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. - I can provide reasoned justifications for my views.

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