

Reading Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	• apply phonics knowledge to decode words • identify words at a level beyond what they can read independently • read accurately by blending taught GPCs • read common exception words (e.g. one, two, etc.) • read multi-syllable words containing taught GPCs • read contractions and understand use of apostrophe • read about phonically-acceptable texts	• know phonics knowledge and reading is fluent • read accurately by blending, including alternative sounds for consonants • read multi-syllable words containing taught graphemes • read common exception words • read contractions words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending	• apply their growing knowledge of root words, prefixes and suffixes, 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	• apply their growing knowledge of root words, prefixes and suffixes, 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	• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet	• 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
Range of Reading	• 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 talk about what they read or hear and 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, non-fiction 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, non-fiction 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, 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	• 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
Familiarity with texts	• becoming very familiar with key stories, fairy stories and traditional tales, relating them and considering their particular characteristics • recognising and joining in with predictable phrases	• becoming increasingly familiar with and seeking a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry	• increasing their familiarity with a wide range of books, including myth, legends, tales and legends, and making sense of these orally • identifying themes and conventions in a wide range of books	• increasing their familiarity with a wide range of books, including myth, legends 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	• increasing their familiarity with a wide range of books, including myth, legends 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	• increasing their familiarity with a wide range of books, including myth, legends 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 & 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 their form and reciting some with appropriate intonation to make the meaning clear	• preparing poems and play scripts to read aloud to perform in, using voice and action • recognising some different forms of poetry	• preparing poems and play scripts to read aloud to perform in, using voice and action • recognising some different forms of poetry	• preparing poems and play scripts to read aloud to perform in, using voice and action • recognising some different forms of poetry	• preparing poems and play scripts to read aloud to perform in, using voice and action • recognising some different forms of poetry
Word meanings	• discussing word meanings, taking new meanings to those already known	• discussing and defining the meanings of words, taking new meanings to those already known • 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	• 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 teacher • 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 teacher • 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 exploring 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 exploring 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 exploring 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 exploring 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
Inference	• discussing the significance of the title and events • making inferences on the basis of what is said and done	• making inferences on the basis of what is being said and done • answering and asking questions	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	• 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
Authorial Intent			• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning
Non-fiction		• using index and to non-fiction books that are structured in different ways	• retrieving and record information from non-fiction	• retrieving and record information from non-fiction	• retrieving, record and present information from non-fiction	• retrieving, record and present information from non-fiction
Discussing reading	• participate in discussion about what is read to them, taking time 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 time and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they learn to and those that they read for themselves	• participate in discussion about both books that are read to them and those they can read for themselves, taking time 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 time and listening to what others say	• participating in discussion about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what is read to them & those that they can read for themselves, taking time 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 is read to them & those that they can read for themselves, taking time and listening to what others say