

## Reading Progression



Year	Word Reading and Wider Decoding Skills	Comprehension Strategies and Response to Text
EYFS	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• that print carries meaning and, in English, is read from left to right and top to bottom</li> <li>• to use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• to read some common irregular words</li> <li>• to read and understand simple sentences</li> </ul>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they have read or listened to. Children will:</p> <ul style="list-style-type: none"> <li>• listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions</li> <li>• begin to join in with particular words and phrases</li> <li>• demonstrate understanding when talking with others about what they have read</li> <li>• use vocabulary and forms of speech that are increasingly influenced by their experiences of books</li> <li>• answer 'how' and 'why' questions about their experiences and in response to stories or events</li> <li>• know that information can be retrieved from books and computers</li> </ul>

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Y1	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to apply phonic knowledge and skills as the route to decode words</li> <li>• to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>• to use phonic knowledge to decode books accurately that have the phoneme/grapheme correspondences that I know</li> <li>• to read some common exception words, noting unusual correspondences between spelling and sound</li> <li>• to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>• to read other words of more than one syllable that contain taught GPCs</li> <li>• to read words with contractions, e.g. I’m, I’ll, we’ll (with some understand that the apostrophe represents the omitted letter/s)</li> <li>• to 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</li> <li>• to re-read these books to build up their fluency and confidence in word reading</li> <li>• to repeat words or phrases to check, confirm or problem solve</li> <li>• to show awareness of a range of punctuation marks</li> <li>• to locate some pages / sections of interest</li> </ul>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they have read or listened to. Children will:</p> <ul style="list-style-type: none"> <li>• listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</li> <li>• begin to link what they have read or have read to them to their own experiences</li> <li>• recognise and join in with particular words and phrases</li> <li>• retell familiar stories in increasing detail</li> <li>• identifies the beginning, middle and end of stories</li> <li>• join in with discussions about a text, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> <li>• discuss the significance of titles and events</li> <li>• discuss word meaning and link new meanings to those already known</li> <li>• recall or retrieve some key information from a text</li> <li>• be encouraged to visualise based on detail in the text</li> <li>• begin to make simple inferences from pictures and what is being done</li> <li>• predict what might happen on the basis of what has been read so far</li> <li>• identify some features of non-fiction books (e.g. labels, titles)</li> </ul>

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Y2	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• to read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• to read accurately words of two or more syllables that contain graphemes taught</li> <li>• to read words containing common suffixes</li> <li>• to read Y2 common exception words, noting unusual correspondences between spelling and sound</li> <li>• to read most words quickly and accurately without overt sounding and blending when they have been frequently encountered</li> <li>• to read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• to check text makes sense to them as they read and to correct inaccurate reading</li> <li>• to re-read these books to build up their confidence, fluency and expression</li> <li>• to use punctuation to help read with expression and to keep track of information in longer sentences</li> <li>• to begin to develop the skill to read quietly to themselves</li> </ul>	<p>Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they read or listen to. Children will:</p> <ul style="list-style-type: none"> <li>• participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views</li> <li>• become increasingly familiar with and retell a wider range of stories</li> <li>• discuss the sequence of events in books and how items of information are related</li> <li>• recognise simple recurring literary language in stories and poetry</li> <li>• recall specific information from reading or look back at the text to find or clarify information</li> <li>• begin to recognise that paragraphs have main ideas</li> <li>• ask and answer questions about a text</li> <li>• use background knowledge to help understand text</li> <li>• make links between the text they are reading and other texts they have read or listened to</li> <li>• discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>• identify and discuss their favourite words and phrases/effective language choices</li> <li>• make inferences on the basis of what is being said and done</li> <li>• visualise characters and settings from details stated</li> <li>• predict what might happen on the basis of what has been read so far and may change predictions based on new information</li> <li>• recognise that non-fiction books are often structured in different ways and identify some features (e.g. contents, subtitles)</li> </ul>

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Y3	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unfamiliar words)</li> <li>• to break words into syllables to decode unknown words</li> <li>• to apply their growing knowledge of root words and prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</li> <li>• to apply their growing knowledge of root words, suffixes and word endings (etymology and morphology) both to read aloud and to understand the meaning of new words, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian,</li> <li>• to begin to read and understand Y3/Y4 exception words</li> <li>• to use the range of punctuation accurately at the end of a sentence and commas within sentences to read with expression and understanding</li> <li>• to re-read sentences from the beginning if they stop to decode a word to maintain sense and understanding of what is being read</li> <li>• to notice mistakes made when reading and self-correct as a result</li> <li>• that skimming and scanning can be used as a way to find information in text</li> </ul>	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> <li>• recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</li> <li>• use appropriate terminology when discussing text (plot, character, setting)</li> <li>• discuss author’s choice of words and phrases for effect on the reader</li> <li>• retell the gist of what has been read or listened to (usually in order)</li> <li>• identify the main idea of paragraphs with growing confidence</li> <li>• begin to explain the meaning of words in context</li> <li>• identify new vocabulary and sentence structure and discuss to develop understanding</li> <li>• ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives – may be able to support with evidence</li> <li>• visualise characters, settings and events to help understand a text</li> <li>• use background knowledge to help understand a text</li> <li>• refer back to the text for evidence when explaining</li> <li>• begin to justify predictions using evidence from the text and can indicate the likelihood of their prediction being correct</li> <li>• begin to identify themes across a text e.g. friendship, good and evil, bullying</li> <li>• identify how settings are used to create atmosphere e.g. which words or phrases have been used to indicate something bad might be about to happen</li> <li>• comment on the effect of scene changes e.g. moving from a safe to a dangerous place to build tension</li> <li>• retrieve and record information from non- fiction text using features of a text to aid retrieval</li> <li>• recognise the move from general to specific detail</li> </ul>

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Y4	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>• to apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently</li> <li>• to read and understand all Y3/Y4 exception words</li> <li>• to use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding</li> <li>• to use expression and intonation with a growing awareness of audience and purpose</li> <li>• to re-read sentences from the beginning if they stop to decode a word to maintain sense and understanding of what is being read</li> <li>• to check the text makes sense when reading and to correct inaccuracies</li> <li>• how to use the skills of skimming and scanning to find information and ideas</li> <li>• use dictionaries to check the meaning of words that they have read</li> </ul>	<p>Pupils should be taught to develop positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> <li>• discuss and compare texts from a wide variety of genres and writers</li> <li>• read for a range of purposes</li> <li>• begin to identify themes and conventions in a wide range of texts</li> <li>• refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. a diary written in the first person or the use of presentational devices such as headings)</li> <li>• explain the meaning of words in context</li> <li>• ask questions and wonder to improve understanding of a text</li> <li>• retrieve information where there is competing (distracting) information</li> <li>• make connections between different pieces of information (including understanding pronoun links)</li> <li>• retell the gist of what has been read or listened to, showing an understanding of inference</li> <li>• use background knowledge with more confidence to help understand and explain what is being read</li> <li>• identify main ideas drawn from more than one paragraph and summarise these</li> <li>• discuss vocabulary used to capture readers interest and imagination and begin to recognise authorial intent</li> <li>• visualise characters, settings and events to help understand a text</li> <li>• comment on the differences between what characters say and what they do</li> <li>• draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text</li> <li>• justify predictions from details stated and implied</li> <li>• use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information</li> <li>• exemplify the move between generalisations and specific information</li> </ul>

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Y5	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to 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 including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly</li> <li>• to break long polysyllabic words into syllables with speed and read across the entire word</li> <li>• to read fluently with intonation, expression, appropriate pace and use of pauses to entertain and maintain interest showing an awareness of the intended audience and purpose</li> <li>• to check the text makes sense when reading and to correct inaccuracies</li> <li>• to independently re-read text to develop understanding</li> <li>• to scan text to find key words, phrases and information</li> <li>• to skim read text to get a gist of it</li> <li>• to read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word</li> <li>• to understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to demonstrate this when reading</li> <li>• to read longer texts with increasing pace and stamina</li> </ul>	<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> <li>• read a wide range of genres, identifying the characteristics of text types (e.g. the use of the first person in writing autobiographies) and differences between text types</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging view respectfully</li> <li>• ask questions to improve their understanding and answer, adapt or discard these as more information is read or listened to</li> <li>• summarise the key points of a paragraph and the main ideas from more than one paragraph/text</li> <li>• give the gist of what has been read in their own words, including what has been inferred</li> <li>• recognise that ideas and visualised images can and do change during the course of reading</li> <li>• distinguish between statements of fact and opinion, justifying their response</li> <li>• retrieve information, referring to more than one place in the text, and where there is competing information</li> <li>• recommend texts to peers based on personal choice</li> <li>• identify and discuss vocabulary used by the author to create effect including figurative language (e.g. simile, metaphor)</li> <li>• begin to evaluate the use of authors' language and explain how it has created an impact on the reader</li> <li>• make inferences such as inferring characters' feelings, thoughts and motives from their actions (sometimes finding evidence to support)</li> <li>• make predictions based on details stated and implied, justifying them in some detail with evidence from the text</li> <li>• connect the information read within paragraphs, across texts and to other texts – commenting on similarities and differences</li> <li>• explain and discuss their understanding of what has been read and sometimes provide reasoned justifications for their views</li> <li>• discuss features of texts and use organisation devices to retrieve and record and information from fiction and non-fiction texts with increased efficiency</li> </ul>

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Y6	<p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>• to read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</li> <li>• to break long polysyllabic words into syllables with speed and read across the entire word</li> <li>• to notice mistakes when reading higher level texts and correct them because the text does not make sense</li> <li>• to independently re-read text to develop understanding</li> <li>• to scan and skim text with increased efficiency to locate information and secure a gist</li> <li>• to read longer complex sentences using commas, brackets, semi colons, colons and dashes accurately to aid understanding of text</li> <li>• to use expression, intonation, pause and pace alongside understanding of a wider vocabulary to create moods, showing an appreciation of the audience and purpose</li> </ul>	<p>Pupils should be taught to maintain positive attitudes to reading and understanding of what they read and listen to. Children will:</p> <ul style="list-style-type: none"> <li>• discuss, compare and evaluate across a wide range of genres, including fiction from our literary heritage and books from other cultures and justify personal response to narratives</li> <li>• explain and discuss their understanding, including informal book talk and more formal presentations and debates (using prepared notes when necessary)</li> <li>• recognise more complex themes in what they read (such as loss or heroism)</li> <li>• summarise succinctly the key point of a paragraph and the main ideas from more than one paragraph/text, identifying key details to support as well as competing views</li> <li>• be able to give a succinct or detailed gist in their own words or using words from the text appropriately to convey meaning</li> <li>• recognise that ideas and visualised images can and do change during the course of reading</li> <li>• relate what they have read to both personal and literary experiences and wider background knowledge</li> <li>• make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence</li> <li>• make predictions based on details stated and implied, justifying them in detail with evidence from the text</li> <li>• distinguish independently between statements of fact and opinion, providing reasoned justification for their views</li> <li>• actively seek answers to questions asked and wondered and adjust thinking in line with new information</li> <li>• draw on detail to give persuasive answers to questions</li> <li>• compare characters, settings and themes within a text and across more than one text</li> <li>• analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology (e.g. metaphor, simile, analogy, imagery, hyperbole)</li> <li>• consider different accounts of the same event and discuss viewpoints of both characters and authors</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues</li> <li>• retrieve, record and present information from non-fiction linked to purpose and audience</li> </ul>