

Progression In Reading

Year 1

Range	Fiction, non-fiction and poetry books linked to developing phonic knowledge – phonically decodable texts
Word Reading	Read aloud accurately books that are consistent with their developing phonic knowledge.
	Apply phonic knowledge and skills as the route to decode words.
	Respond speedily with the correct sound to grapheme for the 44 phonemes.
	Recognise and use the different ways of pronouncing the same grapheme; e.g. ea in bread and seat, i in fin and mind, ch in chef, school and church;
	Read accurately by blending sounds in unfamiliar words.
	Read common exception words, noting tricky parts (see Year 1 list).
	Read words containing –s, -es, -ing, - ed, -er, -est endings.
	Split two syllable words into the separate syllables to support blending for reading, e.g. jumping, farmyard, playground.
	Split three syllable words into the separate syllables to support blending for reading, e.g. September, internet, animal.
	Read words with contractions e.g. I'm, I'll, we'll.
	Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter
	Develop fluency, accuracy and confidence by re-reading books.
	Read more challenging texts using phonics and common exception word recognition.
	Developing pleasure in reading and motivation to read
Relate texts to own experiences and describe with some detail.	
Recognise and join in with language patterns and repetition in stories.	
Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.	
Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.	
Orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.	
Use patterns and repetition to orally retell familiar stories in a range of contexts, e.g. small world, role play, storytelling.	
Enjoy and recite simple rhymes and poems.	
Enjoy and recite rhymes and poems and express preferences.	
Enjoy and recite rhymes and poems by heart.	
Discuss key vocabulary, linking meanings of new words to those already known.	
Activate prior knowledge of the subject e.g. what do you know about minibeasts?	

	Recognise when a text does not make sense while reading.
	Recognise when a text does not make sense while reading and, with prompting, can correct.
	Check that texts make sense while reading and self-correct.
	Give opinions about books, stories and poems.
	Give opinions and support with reasons
	Demonstrate understanding of texts by answering questions related to who, what, where and when.
	Demonstrate understanding of texts by asking and answering questions related to who, what, where, when, why, how.
	Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.
	Discuss the main events in stories.
	Identify and discuss the main events in stories using words like first, next, after that, later on, at the end.
	Make predictions based on what has been read so far.
	Make predictions based on what has been read so far and give reasons.
	Identify the main characters in stories.
	Identify, describe and discuss the main characters in stories
	Discuss the title and predict what the story might be about.
	Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.
	Answer 'why' questions requiring basic inference, e.g. Why do you think he said...? Why do you think he did that?
	Make basic inferences about what is being said and done.
	Recall specific information in fiction and non-fiction texts.
	Locate parts of text by naming or labelling e.g. titles, contents page and labelled diagram.
	Use parts of text to find information, e.g. titles, contents page and labelled diagram.
Participating in discussion	In discussions about books, listen to what others say, responding by nodding or maintaining eye contact
	In discussions about texts, listen to what others say and take turns to speak.

Year 2

Range	Books at an age appropriate interest level including: Fiction e.g. traditional tales, tales from other cultures, adventure stories. Non-fiction e.g. instructions, letters, non-chronological reports, explanations. Poetry e.g. classic poems, poems on a theme, riddles, rhyming poems.
Word Reading	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately.
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
	Re-read books to build up fluency and confidence in word reading.
	Read frequently encountered words, including high frequency words linked to phonics phase, quickly and accurately without overt sounding and blending.
	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.
	Read accurately and automatically words of two or more syllables that contain alternative sounds for a grapheme e.g. ou in shoulder, roundabout, grouping
	Read words containing common suffixes e.g. -ing, -ed, -er, -est, -y
	Read words containing common suffixes e.g. -ness, -ment, -ful, -ly.
	Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y
	Read longer and less familiar texts independently.
Developing pleasure in reading and motivation to read	Discuss and sequence the main events in stories.
	Discuss the main events in stories and sequence using language such as First of all..., Moments later..., After a while..., Finally....
	Orally retell a wider range of stories, fairy tales and traditional tales.
	Recognise the use of repetitive language within a text or poem
	Learn and recite a poem
	Learn and recite a range of poems using appropriate intonation.
	Make personal reading choices and provide recommendations to others.
Demonstrate enthusiasm for particular authors and types of book, choosing to read these for pleasure	
Understanding books which they can read themselves	Identify, discuss and collect favourite words and phrases.
	Identify and discuss words within the context of a text, linking new meanings to known vocabulary, e.g. a toad is similar to a frog.
	Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised

and those which are read to them	Take note of punctuation when reading e.g. pausing at full stops, question marks and exclamation marks.
	Take note of punctuation when reading aloud, e.g. pausing at commas which separate items in a list.
	Take note of punctuation by using tone and intonation when reading aloud, e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark.
	Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?
	Recognise when a text does not make sense while reading.
	Check that texts make sense while reading and self-correct.
	Demonstrate understanding of fiction and non-fiction texts by orally asking and answering who, what, where, when, why, how questions.
	Demonstrate understanding of fiction and non-fiction texts by asking and answering, orally and in writing, who, what, where, when, why, how questions.
	Discuss their understanding of a text and give opinions
	Explain and discuss their understanding, giving opinions and supporting with reasons
	Draw inferences about characters and events from the text
	Make inferences about characters and events using evidence from the text
	Make predictions based on what has been read so far and give reasons.
	Locate information from a nonfiction text using the contents page, index, labelled diagrams and charts.
	Locate specific information in order to answer questions from a selection of non-fiction texts. Find information using the contents page, index, labelled diagrams and charts.
Participation in Discussion	Make thoughtful contributions to discussions about texts in different group situations, e.g. pairs, guided groups, whole class.
	Make extended contributions to discussions about a range of text types.
	Participate in discussion about what is read to them, taking turns and listening to what others say
	In discussions about books, listen to contributions from others and give simple responses, e.g. I agree because..., I disagree because...
	Make contributions in whole class and group discussion. Consider other points of view. Listen and respond to contributions from others.

Year 3

Range	<p>Books at an age appropriate interest level including:</p> <p>Fiction e.g. fables, fairy tales, folk tales, mystery and adventure, play scripts</p> <p>Non-fiction e.g. recounts, diaries, non-chronological reports, persuasion</p> <p>Poetry e.g. classic poetry, shape poems, calligrams, poems on a theme</p>
Word Reading	<p>Use knowledge of root words to understand meanings of words, e.g. begin, beginner; limit, limiting, limited, limitation.</p> <p>Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-</p> <p>Use suffixes to understand meanings e.g. -ly, -ous.</p> <p>Identify the main events from a story in sequence by saying what happened at each stage, e.g. first of all..., later on..., after that..., eventually..., finally... etc.</p> <p>Sequence the main events in stories, orally and in note/picture form. Discuss each main event, sharing opinions.</p> <p>Orally retell stories, engaging the listener through eye contact, expression and gesture.</p> <p>Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</p> <p>Identify and discuss conventions of fairy tales and folk tales e.g. numbers three and seven in fairy tales, characters who speak in riddles, rhymes or old-fashioned English.</p> <p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p>
Understanding the text	<p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p> <p>Explain the meaning of unfamiliar words by using the context.</p> <p>Use dictionaries (first two letters) to check meanings of words they have read, identifying the appropriate definition and explaining its use in relation to the context of the text.</p> <p>Use appropriate intonation, tone and volume when reading aloud.</p> <p>Take note of punctuation when reading aloud, e.g. changing voice in response to inverted commas, pausing at commas in lists and commas used to demarcate clauses</p> <p>Discuss their understanding of the text using tentative language, e.g. At first I thought...but now..., I was wondering whether...</p> <p>Raise own questions during the reading process to deepen understanding e.g. Why did the character..., What might happen if she..?</p> <p>Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.</p> <p>Make predictions based on details stated, giving reasons.</p> <p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Discuss the purpose of paragraphs. Identify a key idea in a paragraph.</p>

	Analyse and evaluate texts looking at language, structure and presentation.
Non-fiction information retrieval	Prepare for research by identifying what is already known about the subject and key questions to structure the task.
	Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.
	Use the title and contents page to appraise whether a book will provide relevant information for research.
	Navigate texts in print and on screen using contents, index, headings, subheadings, page numbers, hyperlinks, icons and drop down menus.
	Record information from a range of non-fiction texts. Make clear notes by identifying key words, phrases or sentences in reading and making use of simple formats to capture key points, e.g. flow chart, 'for' and 'against' columns.
Participating in Discussion	Participate in discussion about what is read to them and books they have read independently, e.g. expressing preferences, providing opinions, generating, asking and answering questions, and making relevant comments.
	Develop and agree on rules for effective discussion, taking turns and listening to what others say.
	Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles

Year 4

Range	Books at an age appropriate interest level including: fiction e.g. myths, fairy tales, fantasy, issues and dilemmas, play scripts non-fiction e.g. newspapers, explanations, information, persuasion, discussion poetry e.g. classic poetry, kenning, haiku, cinquain, poems on a theme
Word Reading	Use knowledge of root words to understand meanings of words, e.g. separate, separately, separation;
	Use prefixes to understand meanings e.g. ir- (meaning 'not'): irregular, irreplaceable, irresponsible; il- (meaning 'not') illegal; illogical. sub- (meaning 'under'): subheading, submarine, submerge. Inter- (meaning 'between'): interact, intercity, international. super- (meaning 'above/beyond'): superman, supermarket; anti- (meaning 'against'): antiseptic, anticlockwise, antisocial; auto- (meaning 'self' or 'own'): autograph, autobiography
	Use suffixes to understand meanings e.g. -tion (meaning 'act of' or 'state of'): invention, description; -sion (meaning 'act of' or 'state of'): confession, admission. -cian (meaning 'having a skill or art'): musician, electrician. -sion (meaning 'act of' or 'state of'): decision, invasion, confusion, -ation (indicating action or state): admiration, preparation, adoration, sensation, information.
	Demonstrate enthusiasm for wider reading by confidently sharing opinions. Capture responses in writing in a variety of ways

Developing pleasure in reading and motivation to read	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.
	Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. Learn a range of poems by heart and rehearse for performance.
	Orally retell myths, fairy stories and stories from other cultures, engaging the listener through dramatic use of voice and actions.
Understanding the text	Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.
	Explain the meaning of key vocabulary within the context of the text.
	Use dictionaries to check meanings of words in the texts that they read.
	Use punctuation and the meaning of key words to determine intonation and expression when reading aloud to a range of audiences.
	Distinguish between information which is stated and that which is implied.
	Make predictions based on information stated and implied.
	Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.
	Identify, discuss and compare themes across more than one text.
	Draw inferences around characters' thoughts and feelings, and justify with evidence from the text.
	Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.
	Justify responses to the text using the PE prompt (Point + Evidence). Consider a range of Evidence statements, provided by the teacher, and summarise the Point.
	Identify main ideas drawn from more than one paragraph and summarise these orally and in writing.
	Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.
	Recognise and analyse a wider range of poetry e.g. haiku, limericks, kennings, classic poems, narrative poems.
Non-fiction information retrieval	Prepare for research by identifying what is already known about the subject and key questions to structure the task.
	Analyse and evaluate how specific information is organised within a nonfiction text in print and on screen e.g. text boxes, sub-headings, bullet points, glossary, diagrams, contents, index, headings, sub-headings, page numbers, hyperlinks, icons and drop down menus.
	Scan texts in print or on screen to locate dates, numbers and names, key words or phrases, headings, lists, bullet points, captions and key sentences.
	Record information from a range of nonfiction texts.

	Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information (print or on screen)
	Explain how paragraphs are used to order or build up ideas, and how they are linked.
Participating in discussion	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to others e.g. expressing preferences and giving reasons, making recommendations or challenging others courteously
	Develop and agree on rules for effective discussion, taking turns and listening to what others say.
	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.
	Make appropriately extended contributions and respond to others in a variety of group situations e.g. whole class, independent reading groups, book circles.

Year 5

Range	Books at an age appropriate interest level including: fiction e.g. modern fiction, myths, legends, fiction from our literary heritage and books from other cultures and traditions. non-fiction e.g. persuasive texts, magazines, discursive texts. poetry e.g. classic narrative poetry, limericks, haiku, poems with figurative language.
Word Reading	Use knowledge of root words and suffixes to understand meanings e.g. -ible (meaning 'capable of') e.g. -ant (meaning 'a person who') -ent (meaning 'quality, action, state or process')
	Read and understand words from the Year 5 list (selected from the statutory Year 5/6 list).
	Recommend books and poems to their peers with reasons for choices,
	Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.
	Prepare poems to perform and learn by heart
	Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.
Understanding texts they read independently and those which are read to them.	Identify unfamiliar vocabulary and discuss possible meanings.
	Work out the meaning of unfamiliar vocabulary using the context.
	Explain the meaning of words within the context of the text.
	Use punctuation to determine intonation and expression when reading aloud, taking note of how commas are used to avoid ambiguity, e.g. 'Let's eat Grandma.' and 'Let's eat, Grandma.'

	Use commas to determine intonation and expression when reading aloud, e.g. commas used to: demarcate clauses (including relative clauses); follow a fronted adverbial; avoid ambiguity.
	Use devices to indicate parenthesis (commas, dashes and brackets) to determine intonation and expression. when reading aloud, e.g. The cake was lovely – delicious in fact – so I had another slice.
	Use punctuation to determine intonation and expression when reading aloud to a range of audiences.
	Demonstrate understanding by using a range of active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.
	Using a piece of evidence identified by the teacher, draw inferences around the character's thoughts and feelings.
	Draw inferences around characters' thoughts and feelings from their actions and justify inferences with evidence,
	Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.
	Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcome
	Predict consequences using a combination of information, including that which is stated and that which is implied.
	Formulate a simple hypothesis related to non-fiction (e.g. I think this author believes aliens could exist) and, through close reading, re-reading and reading ahead, locate clues to support this. Discuss and capture through text marking and annotation.
	Through close reading of the text, reread and read ahead to locate clues to support understanding.
	Discuss a theme within a text, identified by the teacher e.g. rags to riches, difference, facing fear. Explore how the theme acts as a one word summary of the story, identifying evidence to support this.
	Explore themes within and across texts e.g. loss, heroism, friendship.
	Compare characters within a text, e.g. two different characters, or the same character at key points on their journey through a story. Capture in writing.
	Compare settings within and across texts.
	Compare the viewpoints of different characters, e.g. of the same events.
	Distinguish between statements of fact and opinion within a text e.g. persuasion.
	Distinguish between statements of fact and opinion across texts, e.g. two contrasting accounts of the same historical event, or two opposing points of view about an issue being debated
	Scan for key information in non-fiction texts and text mark e.g. identify words and phrases which tell you ..., or find three words or phrases which suggest that
	Scan for key information and text mark in fiction and non-fiction e.g. identify words and phrases which tell you the character has a hard life, or find three words or phrases which suggest that the author is opposed to deforestation.
	Identify the main idea of a paragraph in fiction and non-fiction and write a statement or paragraph heading to summarise.
	Summarise, orally and in writing, main ideas drawn from more than one paragraph and identify key details which support this.

	Answer questions and justify responses to the text using the PE prompt (Point + Evidence), e.g. I think... I know this because the author says...
	Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation,
	Analyse the conventions of different types of writing e.g. use of rhetorical questions or alliteration in persuasive advertisements
	Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech
Evaluating the impact of the author's use of language.	Explore imagery in fiction and poetry, recognising and explaining the effect of noun phrases, metaphors and similes.
	Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language.
Participating in discussion and debate	Make active contributions to discussions about fiction, non-fiction and poetry expressing opinions and preferences, and giving reasons.
	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 views courteously
	Explain and discuss their understanding of what they have read, including through formal presentations and debates.
	Prepare and deliver a short oral presentation linked to fiction and nonfiction, explaining their understanding of what they have read. Speak audibly and fluently with an increasing command of Standard English.
	Prepare formal presentations individually or in groups. Use notes to support presentation of information.
	Following a presentation linked to reading, ask and answer relevant questions to deepen understanding and generate further discussion.
	Using Standard English, respond to a question from an audience or group member following a presentation linked to reading.
Respond to questions generated by a presentation. Participate in debates on an issue related to reading (fiction or non-fiction).	

Year 6

Range	Books at an age appropriate interest level including: fiction e.g. modern fiction, traditional stories, fiction from our literary heritage and books from other cultures and traditions. non-fiction e.g. biographies, explanation texts, hybrid texts, persuasive texts. poetry e.g. classic poetry, poems with imagery, poems on a theme.
Word Reading	Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.
	Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness
	Use suffixes to understand meanings e.g. -cious (meaning 'having' or 'full of')
	Use suffixes to understand meanings e.g. -cial (meaning 'relating to')
	Read and understand selected words from the Year 6 list (selected from the statutory Year 5/6 word list).

	Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure	
Maintaining positive attitudes to reading	Recommend books to their peers with detailed reasons for their opinions, e.g. writing recommendation card inserts for books in the library, presentations within a reading assembly.	
	Prepare a poem to perform and learn by heart. Show understanding through intonation, tone and volume so that meaning is clear to an audience. Use text marking, colour coding and annotations to support planning and rehearsal.	
	Prepare poems and play scripts to read aloud and perform using dramatic effects.	
Understanding texts they read independently and those which are read to them	Identify unfamiliar vocabulary and discuss possible meanings.	
	Work out the meaning of unfamiliar vocabulary using the context.	
	Explain the meaning of new vocabulary within the context of the text.	
	Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. Use a reading journal to record on-going reflections and responses to personal reading.	
	Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.	
	Draw inferences around characters' thoughts and feelings	
	Infer characters' motives from their actions	
	Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.	
	Use clues from characters' actions and speech to make plausible predictions.	
	Use clues from the author's descriptions of settings and characters (including actions and speech) to predict outcomes.	
	Predict what might happen from information stated and implied.	
	Formulate hypotheses and, through close reading, re-reading and reading ahead, locate clues to support understanding.	
	Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.	
	Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.	
	Compare texts written in different periods.	
	Using a selection of themes (e.g. ambition, fortune, power) identify the most suitable one to act as a one word summary of the story. Justify opinions using evidence from the text.	
	Recognise themes within and across texts e.g. hope, peace, fortune, survival	
	Distinguish between statements of fact or opinion across a range of texts	
	Scan for key information e.g. identify words and phrases which tell you the character is frustrated	
	Skim to gain an overall sense of the text. Skim for gist.	
	Use a combination of skimming, scanning and close reading across a text to locate specific detail.	
		Explore, recognise and use the term personification. Describe its effect within a text.

Evaluating the impact of the author's use of language	Explore, recognise and use the term analogy, e.g. Life is like a race.
	Explore, recognise and use the terms style and effect.
	Explore, recognise and use the terms personification, analogy, style and effect.
	Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words and phrases.
	Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.
Participating in discussion and debate	Make active contributions to discussions about what is read to them and books they have read independently, taking turns and listening to what others say
	Challenge the views of others courteously, e.g. I like that idea but have you thought about...; Ok, but what about looking at it this way...; I can see your point but...
	Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
	Prepare and deliver a short formal presentation, explaining and discussing their understanding of what they have read.
	Prepare and deliver formal presentations, including for debates, explaining and discussing their understanding of what they have read.
	Explain and discuss their understanding of what they have read, including through formal presentations and debates.
	Prepare and deliver a short oral presentation linked to reading, e.g. about a character
	Prepare and use visual aids to support an oral presentation linked to reading, e.g. pictures, props, ICT.
	Prepare and use notes to support an oral presentation, e.g. cue cards.
	Respond to a question submitted by an audience/group member following a presentation linked to reading. Spend time structuring a response to the question before presenting it orally using Standard English.
	Using Standard English, respond to questions generated by a presentation, re stating the original standpoint and supporting with further information and ideas.
	Use formal language (e.g. the subjunctive; the passive voice, nominalisation) to respond to questions generated by a presentation linked to reading and/or research, e.g. If I were to...; My conscience requires that...; It could be argued that...; The proposed suggestion...