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Reading Progression Document

Purpose of study	**English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.**
Aims	**The overarching aim for English in the National Curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The National Curriculum for English aims to ensure that all pupils:** • **read easily, fluently and with good understanding** • **develop the habit of reading widely and often, for both pleasure and information** • **acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language** • **appreciate our rich and varied literary heritage** • **write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences** • **use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas** • **are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate**
Programmes of study	**The programmes of study for reading at Key Stages 1 and 2 consist of two dimensions:** • **word reading** • **comprehension (both listening and reading)**

	EYFS **30-50 months** **40-60 months** **Early Learning Goals**	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	**Year 6**
Phonics and decoding	**To enjoy rhyming and rhythmic activities.** **To show an awareness of rhyme and alliteration.** **To recognise rhythm in spoken words.** **To continue a rhyming string.**	**To apply phonic knowledge and skills as the route to decode words.** **To blend sounds in unfamiliar words using the GPCs that they have been taught.**	**To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and**	**To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).** **To apply their growing knowledge**	**To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.**	**To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.**	**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**

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	To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately.	To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words of more than one syllable containing taught GPCs. To read words containing -s, -es, -ing, -ed, -er and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read words containing common suffixes.	of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.	To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	skill, recognising their meaning through contextual cues.
Common exception words	To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and where these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
Fluency	To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as your own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages).	To accurately read aloud texts that are consistent with their developing phonic knowledge that do not require them to use other strategies to work out words.	To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.			

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	To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. To read and understand simple sentences.	To reread texts to build up fluency and confidence in word reading.	hesitation. To reread these books to build up fluency and confidence in word reading. To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.				
Understanding and correcting inaccuracies	To know that print carries meaning and, in English, is read from left to right and top to bottom. To understand humour, e.g. nonsense rhymes, jokes.	To check that a text makes sense to them as they read and to self- correct.	To check that the text makes sense to them as they read and to correct inaccurate reading. To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.				
Comparing and contrasting	To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To begin to be aware of the way stories are structured. To describe main story settings,	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have	To 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	To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting).	To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide	To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in	To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books

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	events and principal characters. To enjoy an increasing range of books. To follow a story without pictures or props. To listen to stories, accurately, anticipate key events and respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read.	had read to them to their own experiences. To retell familiar stories in increasing detail, considering particular characteristics. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. To explain clearly their understanding of what is read to them.	understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently).		range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings) To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than one paragraph and summarise these.	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. To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on personal choice.	from other cultures and traditions. To recognise more complex themes in what they read (such as loss or heroism). To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements

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							of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
Words in context and author choice	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	To discuss word meaning and link new meanings to those already known.	To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.	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.
Inference and prediction	To suggest how a story might end. To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.	To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and performance	To listen to and join in with stories and poems, one-to-one and also in small groups.	To recite simple poems by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and	To prepare and perform poems and play scripts that show some awareness of	To recognise and discuss some different forms of	To continually show an awareness of the audience when reading out loud using	To confidently perform texts (including poems learnt by heart) using a

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	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. To play cooperatively as part of a group to develop and act out a narrative. To express themselves effectively, showing awareness of listeners' needs.		reciting some with appropriate intonation to make the meaning clear.	the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	intonation, tone, volume and action.	wide range of devices to engage the audience and for effect.
Non-fiction	To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers.		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts.	To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read.	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	To retrieve, record and present information from non-fiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).