



Subject: Reading Progression Document

EYFS						
Decoding	To use phonic knowledge to decode regular words and read them aloud accurately. To read phonically regular words of more than one syllable. To read many irregular but high frequency words. To use phonic knowledge to understand unfamiliar vocabulary.					
Fluency, Understanding and Correcting Inaccuracies	To read aloud and understand simple sentences.					
Range of Reading	To listen to and discuss some key stories and traditional tales. To listen to and join in with rhymes and poems.					
Familiarity with Texts	To become familiar with some key stories, traditional tales, rhymes and poems. To appreciate rhymes and poems.					
Poetry & Performance	To appreciate and join in with simple rhymes, songs and poems.					
Word Meanings	To discuss word meanings.					
Understanding	To read and understand simple sentences.					
Inference	To answer 'how' and 'why' questions about their experiences and in response to stories or events.					
Prediction						
Authorial Intent						
Non-fiction	To know that information can be retrieved from books and computers.					
Discussing Reading						
Reading for Pleasure	Pupils should be given opportunities to: Recognise and join in with predictable phrases. Become familiar with some key stories and traditional tales. Appreciate rhymes and poems.					
	Key Stage 1		Lower Key Stage 2		Upper Key Stage 2	
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	To apply phonic knowledge to decode words. To speedily read all 40+ letters/groups for 40+ phonemes. To read accurately by blending taught GPC and unfamiliar	To secure phonic decoding until reading is fluent. To continue to apply phonic knowledge to decode unfamiliar words. To read accurately by blending, including alternative sounds for graphemes.	To apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. To read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. To develop a wider range of vocabulary. To use learnt strategies to work out unfamiliar words.		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 that they meet. To continue to develop a wide bank of vocabulary.	

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	<p>words. To read common exception words To read common suffixes (-s, -es, -ing, -ed, etc.) To read multisyllable words containing taught GPCs To read contractions (I'll, I'm) and understanding use of apostrophes. To read aloud phonically decodable texts. To read books aloud that allow them to apply their developing phonic knowledge To read real and pseudo words.</p>	<p>To read multisyllable words containing these graphemes. To read common suffixes. To read exception words, noting unusual correspondences. To read most words quickly & accurately without overt sounding and blending. (90 words a minute).</p>			
<p>Fluency, Understanding and correcting inaccuracies</p>	<p>To re-read books in order to build fluency and confidence. To accurately read texts that are consistent with their developing phonic knowledge, that do not require</p>	<p>To read books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up</p>	<p>To read aloud books sounding out words accurately, automatically and without hesitation. To recognise punctuation, pausing at key moments. To check that the text makes sense to them as they read and</p>	<p>To read clearly and apply punctuation accurately. To use expression and intonation with a growing awareness of the audience and purpose. Word reading should also support the development of</p>	<p>To read fluently, using punctuation, expression and intonation of a growing vocabulary, showing an awareness of the intended audience and purpose. To check that the text makes sense to them as they read and to correct inaccurate reading.</p>

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	<p>them to use other strategies to work out words. To check that a text makes sense to them as they read and to self-correct.</p>	<p>fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts. To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>to correct inaccurate reading.</p>	<p>vocabulary. To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	
Range of Reading	<p>To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. To be encouraged to link what they read or hear read to their own experience</p>	<p>To listen to, discuss and express 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.</p>	<p>To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To read books that are structured in different ways and to read for a range of purposes</p>	<p>To continue to read and discuss an increasingly wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. To read books that are structured in different ways and read for a range of purposes.</p>	
Familiarity with texts	<p>To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their</p>	<p>To become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. To recognise simple recurring literary</p>	<p>To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. To identify themes and conventions in a wide range of books.</p>	<p>To increase 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. To identify and discuss themes and conventions in and across a wide range of writing</p>	

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	particular characteristics. To recognise and join in with predictable phrases.	language in stories and poetry.		
Poetry & Performance	To learn to appreciate rhymes and poems, and to recite some by heart.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. To recognise some different forms of poetry.	To learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
Word meanings	To discuss word meanings, linking 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 use dictionaries to check the meaning of words that they have read.	
Understanding	To draw on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and correct inaccurate reading.	To discuss the sequence of events in books and how items of information are related. To draw on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and correct inaccurate reading.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To ask questions to improve their understanding of a text. To identify main ideas drawn from more than one paragraph and summarising these	To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. To ask questions to improve their understanding. To summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.

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Inference	To discuss the significance of the title and events. To make inferences on the basis of what is being said and done.	To make inferences on the basis of what is being said and done. To answer and ask questions	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
Prediction	To predict what might happen on the basis of what has been read so far		To predict what might happen from details stated and implied.	To predict what might happen from details stated and implied.
Authorial Intent			To discuss words and phrases that capture the reader's interest and imagination. To identify how language, structure, and presentation contribute to meaning.	To identify how language, structure and presentation contribute to meaning. To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Non-fiction	To select nonfiction books for different purposes.	To be introduced to non-fiction books that are structured in different ways.	To retrieve and record information from non-fiction	To distinguish between statements of fact and opinion. To retrieve, record and present information from nonfiction.
Discussing reading	To participate in discussion about what is read to them, taking turns and listening to what others say. To explain clearly their understanding of what is read to them	To participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say	To recommend books that they have read to their peers, giving reasons for their choices. To participate in discussions about books, building on their own and others' ideas and challenging views courteously. To explain and discuss their understanding of what they have read, including through formal presentations and debates. To provide reasoned justifications for their views

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<p>Reading for pleasure</p>	<p>Pupils should be given opportunities to: Recognise and join in with predictable phrases. Be familiar with key stories and traditional tales. Appreciate rhymes and poems and learn some by heart. Listen to a variety of stories, poems and non-fiction at a level beyond which they are able to access independently.</p>	<p>Pupils should be given opportunities to: Retell a variety of traditional and fairy stories. Build up a repertoire of poems learnt by heart. Discuss their favourite words and phrases. Listen to a variety of stories, classic and contemporary poems and nonfiction at a level beyond which they are able to access independently and share their views. Share their favourite stories with others.</p>	<p>Pupils should be given opportunities to: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss words and phrases that capture the reader's imagination. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Decide when a text does not engage them and change it for something new. Share and write reviews on books they have enjoyed. Perform some poems / songs they have learned</p>	<p>Pupils should be given opportunities to: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss words and phrases that capture the reader's imagination. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Share and write reviews on books they have enjoyed. Further develop their repertoire of learnt poems and songs, and also their performance skills</p>	<p>Pupils should be given opportunities to: Recommend books they have enjoyed to their peers and younger children. Learn a wide range of poetry, songs and stories by heart. Perform longer poems in groups and individually.</p>	<p>Pupils should be given opportunities to: Recommend books they have enjoyed to their peers and younger children. Continue to learn a wider range of poetry, songs and stories by heart and share with audiences of adults and younger children</p>
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Expected Standard in Reading by the end of Key Stage 1	
Making inferences	<ul style="list-style-type: none"> ➤ Make simple and general inferences based on the text ➤ Make simple and general predictions based on the text
Comprehension	<ul style="list-style-type: none"> ➤ Identify the meaning of vocabulary in context ➤ Identify sequences of events in a range of straightforward texts ➤ Identify how information is related and/or organised within texts <p>Provide simple explanations for:</p> <ul style="list-style-type: none"> ➤ The significance of titles in fiction and non-fiction texts ➤ Events and characters' actions ➤ Key information ➤ Retrieve details from fiction and non-fiction to demonstrate understanding of character, events and information
Language for effect	Identify simple and recurring literary language

Expected Standard in Reading by the end of Key Stage 2	
Themes and conventions	<ul style="list-style-type: none"> ➤ Accurately identify the features, themes and conventions of a range of fiction ➤ Accurately identify the features, themes and conventions of a range of non-fiction text types and forms ➤ Draw on evidence within texts to explain how themes emerge and conventions are applied in a range of genres and conventions of fiction and non-fiction
Making inferences	<ul style="list-style-type: none"> ➤ Make developed inferences drawing on evidence from the text ➤ Explain and justify inferences, providing evidence from the text to support reasoning ➤ Make developed predictions that are securely rooted in the text
Comprehension	<ul style="list-style-type: none"> ➤ Show an understanding of the meaning of vocabulary in context



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	<ul style="list-style-type: none">➤ Accurately and selectively summarise main ideas, events, characters and information in fiction and non-fiction texts➤ Identify language, structural and presentational features used in texts➤ Provide developed explanation for key information and events and characters' actions and motivations➤ Provide straightforward explanations for the purpose of the language, structure and presentation of texts➤ Retrieve key details and quotations from fiction and non-fiction to demonstrate understanding of character, events and information➤ Make accurate and appropriate comparisons within texts➤ Correctly distinguish between statements of fact and opinion
Language for effect	<ul style="list-style-type: none">➤ Identify a range of figurative language➤ Explain the effect of figurative language