

# Progression of Reading

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Word		<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p> <p>Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Reread specific sections</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p>	<p>Read aloud and to understand the meaning of new words that they meet, reading every letter in each word, through their knowledge of root words, prefixes and suffixes (Morphology and etymology) (Focusing on the words in the spelling list)</p> <p>To read longer words they should be supported to test out different pronunciations. They will attempt to match what they decode to words they have already heard but may not have seen in print (e.g., in reading technical, the pronunciation "technical" might not sound familiar but ("teknical") should.</p>	<p>Read aloud and to understand the meaning of new words that they meet, reading every letter in each word, through their knowledge of root words, prefixes and suffixes (Morphology and etymology) (Focusing on the words in the spelling list)</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Read aloud and to understand the meaning of unfamiliar words that they meet, reading every letter in each word, through their knowledge of root words, prefixes and suffixes (Morphology and etymology). (Focusing on the words in the spelling list)</p>	<p>Read aloud and to understand the meaning of new words that they meet through their knowledge of root words, prefixes and suffixes (Morphology and etymology). (Focusing on the words in the spelling list)</p>
Fluency		<p>to build up their fluency and confidence in word reading</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart</p> <p>Recognising and joining in with predictable phrases</p>	<p>Read by sight independently longer extracts of texts to build up their fluency and confidence.</p> <p>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>Read accurately at a speed that is sufficient for them to focus on understanding rather than decoding</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action, so feeding in to comprehension.</p>	<p>Read longer texts with increased fluency, resilience and confidence.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action showing an awareness when working with others</p>	<p>Read with resilience and stamina across a range of genre.</p> <p>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</p>	<p>Read with resilience, stamina and speed across a range of genre</p> <p>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, venue and occasion</p>



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Comprehension	Inference		<p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Making inferences on the basis of what is being said, done and seen</p>	<p>Making inferences on the basis of what is being said, done and personal experiences</p> <p>Making inferences based on cause and effect e.g. what has prompted characters behaviour... 'Jack was upset because he dropped the bag of coins'</p>	<p>Making inferences on the basis of what is being said and done, drawing on personal experience and the experiences of others</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with some evidence</p> <p>Beginning to identify the differences between fact and opinion</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences and opinions with evidence making direct reference</p> <p>Distinguish between statements of fact and opinion</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences and opinions with evidence making direct reference to different point across the text</p> <p>Demonstrate opinion and justify with appropriate clarity</p>
	Prediction		Predicting what might happen on the basis of what has been read so far representing these ideas verbally or through pictures	Make simple plausible predictions on the basis of what has been read so far	Make relevant and appropriate predictions using details from the text	Predicting what might happen at a pivotal point within a text	Predicting what might happen from details stated and implied in the text. Children confirm and modify predictions as they read on	Predicting what might happen from details stated and implied in the text. Children confirm and modify predictions in light of new information
	Retrieval		Answer questions about what has just been read	Scan an extract to retrieve simple information	Scan and skim a longer text to retrieve simple information, using organisational devices	Scan and skim to locate information and record accurately using evidence	Retrieve, record and present relevant and appropriate information from across a range of genre	Retrieve, record and present relevant and appropriate information from across a range of genre with speed and accuracy
	Summary		Explain clearly their understanding of what is read to them	Discussing the sequence of events in stories and poems and how items of information are related	Begin to distinguish between the important and less important information of a text, providing a brief verbal summary	Summarise main ideas drawn from more than one paragraph, through basic note taking	Summarise and record the main ideas drawn from more than one paragraph, identifying key details that support them	Summarise, explain and discuss their understanding of what they have read including through formal presentations and debates maintaining the focus on the topic and using notes when necessary
	Questioning	With support, children generate simple questions using who, when, what, how and why.	Generate literal recall questions. Children are taught how to ask questions before, during and after reading.	Generate literal recall questions of their own which go with the text they are reading before, during and after reading. Use their own question words and change their questions as they progress through the text.	Generate questions that are relevant to understanding the direction of the text based on inference	Generate questions about pivotal points in the text when significant change could occur	Actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that deepen the discussion beyond the text.	Independently generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. As own critical thinking questions that take the discussions beyond the text.



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Language, Structure & Organisation		<p>Begin understanding that non-fiction books are structured in different ways</p> <p>Discussing word meanings, linking new meanings to those already known</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Understanding that non-fiction books are structured in different ways</p> <p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>Understanding that dictionaries are there to help check the meaning of words read to them</p>	<p>Learn the conventions of different types of writing (for example, the greeting in letters, a diary written in the first person or the use of presentational devices (such as numbering and headings)).</p> <p>Using dictionaries to check the meaning of words that they have heard</p>	<p>Recognise how language, structure and presentation conventions are used in different types of text</p> <p>Using dictionaries confidently to check the meaning of words</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Using dictionaries competently to check the meaning of words</p>	<p>Identifying how deliberate language, structure and presentation alter meaning</p>
Authorial Intent		<p>Understanding the differences between fiction and non-fiction</p>	<p>Understanding that a text is written for a specific purpose</p> <p>Discussing words and phrases that capture the reader's interest and imagination</p>	<p>Understanding the intent of an author through characters and settings</p> <p>Discuss and evaluate how and why authors use language</p>	<p>Understanding the intent of an author through characters, settings, language choice and themes</p> <p>Discuss and evaluate how and why authors use language</p>	<p>Identifying authorial intention of themes and conventions, in and across a range of text</p> <p>Discuss how authors use language, including figurative language, considering the impact on the reader</p>	<p>Identifying and discussing authorial intention of themes and conventions, in and across a wide range of text</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>