

Reading Progression

Year Group	Word Reading	Positive Attitude and Love of Reading	Comprehension Skills	Discussion
1	<ul style="list-style-type: none"> apply phonic knowledge and skills as the route to decode words Say sounds for 40+ graphemes including one grapheme for each of the 40+ phonemes respond speedily with the correct sound to graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read many common exception words read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending read other words of more than one syllable that contain taught GPCs read words with contractions and understand that the apostrophe represents the omitted letter 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 re-read phonetically decodable books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences retell some of a familiar story/rhyme when being read to by an adult (one to one or in a small group) develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> understand both the books they can already read accurately and fluently and those they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> participate in discussion about what is read to them, taking turns and listening to what others say explain clearly their understanding of what is read to them answer questions in discussion with the teacher and make simple inferences
2	<ul style="list-style-type: none"> continue to apply phonic knowledge and skills as the route to decode words read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes recognise alternative sounds for graphemes read accurately words of two or more syllables that contain the graphemes taught so far read words containing common suffixes read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Read words in age appropriate books accurately and fluently without overt sounding and blending, and sufficiently fluently to allow him/her to focus on understanding rather than decoding read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read books, sounding out unfamiliar words accurately, to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing and expressing 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 develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading understand both the books that they can already read accurately and fluently and those that they listen to by answering questions and making inferences on the basis of what is being said and done make inferences on the basis of what is said and done in a book he/she is reading independently understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking questions and making links understand both the books that they can already read accurately and fluently and those that they listen to by making plausible predictions about what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads him/herself explain what has happened so far in what he/she has read
3	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally maintain positive attitudes to reading and understanding of what they read by identifying themes in books maintain positive attitudes to reading and understanding of what they read by reading aloud poems and performing play scripts maintain positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding of words understand what they read, in books they can read independently, by asking questions to improve their understanding of a text understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence understand what they read, in books they can read independently, by predicting what might happen from details stated understand what they read, in books they can read independently, by identifying main ideas drawn from within one paragraph and summarising these 	<ul style="list-style-type: none"> participate in reasoned discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

			<ul style="list-style-type: none"> understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech retrieve and record information from non-fiction 	
4	<ul style="list-style-type: none"> apply their growing knowledge of root words, prefixes and suffixes as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or textbooks maintain positive attitudes to reading and understanding of what they read by reading for a range of purposes maintain positive attitudes to reading and understanding of what they read by using dictionaries to check the meaning of words that they have read maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally maintain positive attitudes to reading and understanding of what they read by discussing words and phrases that capture the reader's interest and imagination maintain positive attitudes to reading and understanding of what they read by recognising some different forms of poetry e.g. free verse, narrative poetry maintain positive attitudes to reading and understanding of what they read by identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context understand what they read, in books they can read independently, by asking questions to improve their understanding of a text with increasing complexity understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text understand what they read, in books they can read independently, by predicting what might happen from details stated and implied understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these understand what they read, in books they can read independently, by identifying how language, structure, and presentation contribute to meaning to include paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials retrieve and record information from non-fiction over a wide range of subjects 	<ul style="list-style-type: none"> participate in clear, reasoned discussion about books, poems and other material that are read to them and those they can read for themselves, taking turns and listening to what others say
5	<ul style="list-style-type: none"> read aloud and to understand the meaning of new words they meet linked to the expectations of Year 5 spelling 	<ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks maintain positive attitudes to reading and understanding of what they read by increasing 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 maintain positive attitudes to reading and understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in writing maintain positive attitudes to reading and understanding of what they read by making comparisons within a book maintain positive attitudes to reading and understanding of what they read by 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 	<ul style="list-style-type: none"> understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context understand what they read by asking questions to improve their understanding of complex texts understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence understand what they read in increasingly complex texts by predicting what might happen from details stated and implied discuss and evaluate how authors use language, including figurative language, considering the impact on the reader distinguish between statements of fact and opinion retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on their own and others' ideas and challenging views courteously
6	<ul style="list-style-type: none"> read aloud and to understand the meaning of new words they meet to include the expectations of Year 6 spelling 	<ul style="list-style-type: none"> maintain positive attitudes to reading and understanding of what they read by reading books that are structured in different ways and reading for a range of purposes maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a wide range of books, fiction from our literary heritage, and books from other cultures and traditions maintain positive attitudes to reading and understanding of what they read by identifying and discussing themes and conventions in and across a wide range of writing maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books maintain positive attitudes to reading and understanding of what they read by learning a wider range of poetry by heart 	<ul style="list-style-type: none"> read age-appropriate books, including whole novels, with confidence and fluency understand what they read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration understand what they read by identifying how language, structure and presentation contribute to meaning discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on their own and others' ideas and challenging views courteously and with clear reasoning 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 provide reasoned justifications for their views