



Whole School Reading Progression

Phonics and decoding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of alliteration.</p> <p>To recognise rhythm in spoken words</p> <p>To hear and say the initial sound in words</p> <p>To segment the sounds in simple words and blend them together and know which letter represents them</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonics knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, ed- and -est endings.</p> <p>To read words with contractions, e.g I'm, I'll and we'll</p>	<p>To 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>To read accurately by blending the sounds in words that contain graphemes taught so far, especially recognizing alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledges to decode quickly and accurately (The children may still need support to read longer unknown words).</p> <p>To apply their growing knowledge 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</p> <p>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.</p>	<p>To read most words fluently and attempt to decode any familiar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/words endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prexises and suffixes/ word endings including -sion, -tion, -cial, -tial, - ant/ance -ancy, -ant/- ence/ency, -able-ably and -ible/ibly, to read aloud fluently.</p>	<p>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 skill, recognising their meaning through contextual cues.</p>



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Common Exception Words						
To read some common irregular words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound where these occur in words.	To read most Y1 and Y2 common exception words, noting unusual correspondences between spellings, sounds & 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 these occurring 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 begin to read words and simple sentences. To read and understand simple sentences. To know that text carries meaning and in English, we read from left to right, top to bottom. To understand humour, e.g nonsense in rhymes and joke	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading.	To read aloud books (Closely matches to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g at over 90 minutes in age appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support development of vocabulary.			



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Understanding and Correcting Inaccuracies						
<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond which they can read independently.</p> <p>To link what they have read or what they have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
Comparing, Contrasting and Commenting						
<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond</p>	<p>To recognize, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first</p>	<p>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 literacy heritage and books from other cultures and</p>	



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	<p>at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognize simple recurring literacy language in stories and poetry.</p> <p>To ask and answer questions about a text.</p>	<p>or textbooks.</p>	<p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>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 first person or the use of presentational devices such as numbering and headings)</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>person in writing diaries and autobiographies) and differences between text types.</p> <p>To 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.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>traditions.</p> <p>To recognise more complex themes (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>To listen to guidance and feedback on the quality of explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas of a text.</p> <p>To distinguish independently between statements, facts and opinions.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
Words in Context and Authorial Choice					
<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To discuss and clarify the meanings of words linking new meanings to known vocabulary.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using terminology such as metaphor, simile, analogy, imagery, style and effect.</p>



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Inference and Prediction					
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 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 prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud.	To recognize and discuss some different forms of 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.	To recognise and discuss some different forms of poetry (e.g free verse or narrative poetry). To prepare and perform poems with appropriate techniques.	To continually show an awareness of audience when reading out loud. E.g Tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-Fiction					
	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 the 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 and in contexts where pupils are genuinely motivated to find out information.