



Reading Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Vocabulary (1a/2a)	<ul style="list-style-type: none">• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role-play.	<ul style="list-style-type: none">• Recognise and join in with predictable phrases.• Suggest the meaning of new words, based on words I already know.• Use knowledge I already have and words/information the teacher has given me, to understand texts I have read/heard.	<ul style="list-style-type: none">• Recognise simple recurring language in stories and poems.• Discuss and check the meaning of new words, linking new meanings to known vocabulary.• Choose and discuss my favourite words and phrases in stories and poems.• Use knowledge I already have and words/information the teacher has given me to understand texts I have read or heard.	<ul style="list-style-type: none">• Decode most words outside spoken vocabulary.• Read longer words with support and test out different pronunciations.• Read common exception words.• Suggest meaning of unfamiliar words using context.• Use dictionaries to check the meaning of words that they have read.	<ul style="list-style-type: none">• At times read unfamiliar words, new vocab.• Make a link between the sound and spelling.• Apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.• Attempt to pronounce unfamiliar words drawing on prior knowledge of similar words.• Use meaning-seeking strategies to explore the meaning of words in context.• Use dictionaries to check the meaning of words that they have read.• Find synonyms for given words.	<ul style="list-style-type: none">• 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.• Work out the meaning of complex words and phrases using context, word type and by identifying word beginnings and endings.	<ul style="list-style-type: none">• 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.
Retrieve (1b/2b)	<ul style="list-style-type: none">• Anticipate – where appropriate – key events in stories.	<ul style="list-style-type: none">• Talk about the title and events of books which I have read/heard.	<ul style="list-style-type: none">• Begin to read non-fiction books that are structured in different ways.• Answer and ask questions about a text I have read or heard.	<ul style="list-style-type: none">• Retrieve from age related fiction texts.• Retrieve from age related non-fiction texts.• Skim and scan to find key words and information in age related texts.	<ul style="list-style-type: none">• Retrieve from age related fiction texts.• Retrieve from age related non-fiction texts.• Skim and scan to find key words and information in age related texts.	<ul style="list-style-type: none">• Retrieve information from a fiction/non-fiction text.• Record and present information retrieved from a text.	<ul style="list-style-type: none">• Retrieve information from a fiction/non-fiction text.• Record and present information retrieved from a text.
Sequence/Summarise (1c/2c)	<ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	<ul style="list-style-type: none">• Retell familiar stories, using some of their characteristics. (Inc. Fairy Tales/Traditional tales)	<ul style="list-style-type: none">• Discuss the sequence of events in a story.• Re-tell a wide range of stories, including fairy tales and traditional tales.• Explain what has happened so far in what I have read	<ul style="list-style-type: none">• Identify main ideas from an age related text.• Participate in discussion about the text, justify their views and listen to others.	<ul style="list-style-type: none">• Identify main ideas from an age related text.• Summarise the main ideas from a text which is more than one paragraph.• Participate in discussion about the text, justify their views and listen to others.	<ul style="list-style-type: none">• Summarise the main events/ideas drawn from more than one paragraph.• Summarise the features of a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. (Genres taught within the Year group)• Recommend books that they have read to their peers, giving reasons for their choices.	<ul style="list-style-type: none">• Summarise the features of a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. (Genres taught within the Year group)• Recommend books that they have read to their peers, giving justified reasons for their choices.
Inference (1d/2d)		<ul style="list-style-type: none">• Begin to draw inferences from the text or the illustrations. (What is said or done)	<ul style="list-style-type: none">• Draw inferences from a text I have read or heard (what is being said or done)	<ul style="list-style-type: none">• Ask questions to improve their understanding of age related texts.• Infer information about the feelings and thoughts of characters from age related texts based on what I have read about them.• Begin to justify my inferences using evidence from the text.	<ul style="list-style-type: none">• Ask questions to improve their understanding of age related texts.• Infer information about the feelings and thoughts of characters from age related texts based on what I have read about them.• Understand how a character acts based on what has been already read about them.• Justify my inferences using evidence from text.• Begin to use background knowledge to justify inferences	<ul style="list-style-type: none">• Draw inferences, such as inferring characters’ feelings, thoughts and motives from their actions and speech.• Justify my reasons using evidence from the text.	<ul style="list-style-type: none">• Draw inferences, such as inferring characters’ feelings, thoughts and motives from their actions and speech.• Justify inferences using evidence from the text.
Prediction (1e/2e)	<ul style="list-style-type: none">• Anticipate – where appropriate – key events in stories.	<ul style="list-style-type: none">• Begin to predict what might happen next in a text I have read/heard.	<ul style="list-style-type: none">• Begin to predict what might happen next in a text based on what I have read or heard.	<ul style="list-style-type: none">• Predict what might happen next in a text based upon what has been found out or think when reading.	<ul style="list-style-type: none">• Predict what might happen next in a text based upon what has been stated and implied.• Start to justify my predictions using evidence from the text.	<ul style="list-style-type: none">• Use evidence to support my prediction.	<ul style="list-style-type: none">• Provide reasoned justifications for my predictions.
Explain structure 2f				<ul style="list-style-type: none">• Identify how structure and presentation contribute and support meaning on age related texts. (For example the greeting in letters, a diary written in first person or the use of presentational devices such as numbers and headings in instructions).• Begin to identify themes in texts (triumph of good over evil & use magical devices in fairy stories)	<ul style="list-style-type: none">• Understand how the language of a text can help us understand the meaning.• Identify how structure and presentation contribute and support meaning on age related texts. (For example the greeting in letters, a diary written in first person or the use of presentational devices such as numbers and headings in instructions).• Begin to give reasons for this structure.• Identify themes and conventions in a wide range of books.	<ul style="list-style-type: none">• Identity some cohesive links across paragraphs. Such as -pronouns/fronted adverbials• Begin to identify the context of a text: for example, historical, cultural, traditional or modern classic.• Begin to identify grammatical features used by the writer (rhetorical questions, sentence types) to impact on the reader.• Identify ideas, events and characters; and discuss their significance.	<ul style="list-style-type: none">• Identify some grammatical features used by the writer (punctuation for effect, sentence types, different verb tenses /repeated sentence structure, short sentences to build tension) to impact on the reader.• Identify the social, historical and cultural impact of the themes in a text.

Author's Choice (2g)				<ul style="list-style-type: none">• Discuss words that capture the reader's interest and imagination.	<ul style="list-style-type: none">• Identify the author's choice of language.• Begin to explain how the author has used words/phrases to show descriptive detail.• Discuss words and phrases that capture the reader's interest and imagination.• Identify how language contributes to the meaning of the non-fiction text using technical vocabulary.• Identify words that show an action or emotion.	<ul style="list-style-type: none">• Explain how some language contributes to the meaning of the text – non-fiction- use of stylistic features – bold/italics – linking words-technical terms /fiction- metaphor, alliteration, personification, onomatopoeia and simile.• Discuss and evaluate how authors use language and considering the impact on the reader• Explain the difference between fact and opinion.	<ul style="list-style-type: none">• Explain how effectively texts are structured and presented.• Explain how some language contributes to the meaning of the text – non-fiction- use of stylistic features, link between main purposes of the text/audience. Fiction- specific word choices to create an effect/mood – dialect/imagery• Discuss and evaluate how authors use language and considering the impact on the reader.• Identity cohesive links across paragraphs. Such as -pronouns/fronted adverbials• Identify formal and informal language.
Comparison (2h)				<ul style="list-style-type: none">• Compare texts and characters.	<ul style="list-style-type: none">• Compare and contrast texts and characters.	<ul style="list-style-type: none">• Identify changes in a character's behaviour throughout a text.• Identify similarities and differences between characters from different texts.	<ul style="list-style-type: none">• Make comparisons within and across books.• Compare characters, themes and other aspects of the same event.
Word Reading	<ul style="list-style-type: none">• Say a sound for each letter in the alphabet and at least 10 digraphs.• Read words consistent with their phonic knowledge by sound-blending.• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words..	<ul style="list-style-type: none">• Use phonics as the main route to decode words.• Blend taught sounds to decode unfamiliar words.• Match most of the 40+ graphemes to their phonemes.• Read words of more than one syllable that contain taught sounds.• Read words that end with 's, es, ing, ed, er and est. (Regular)• Read words with contractions.• Read words using the prefix un. (Regular)• Read many of the common exception words from Phase 2-5.• Read aloud books from my book band.• Re-read books to build up my word fluency.	<ul style="list-style-type: none">• Decode words using taught sounds until my reading is fluent.• Blend sounds in words that contain the graphemes we have learnt.• Read alternative sounds for graphemes.• Read accurately most words with two or more syllables.• Read words with common suffixes. (-ed, -ing, -er, -est, -ful, -less, -ment, -ness, -ly)• Read most Year 2 common exception words and comment on usual correspondence between grapheme and phoneme.• Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.• Sound out most unfamiliar words accurately, without undue hesitation• Read most words quickly and accurately when I have read them before, within band 10.• Re-read to build up fluency and confidence.• Read at a speed of approximately 90wpm, understand what I have read.	<ul style="list-style-type: none">• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• Read books that are structured in different ways.• Read for a range of purposes.• Use a content page and index to locate information in non-fiction text.• Focus on a book for 15 minutes.• Read at a speed that is sufficient for understanding (70 words per minute)	<ul style="list-style-type: none">• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.• Read books that are structured in different ways.• Read for a range of purposes.• Use a content page and index to locate information in non-fiction text.• Focus on a book for 20 minutes.• Read at a speed that is sufficient for understanding (90 words per minute)	<ul style="list-style-type: none">• Apply my knowledge of root words, prefixes and suffixes – from previous year groups.• Attempt pronunciation of new vocabulary.• Read fluently, using punctuation to inform meaning.• read at a speed of over 90 words per minute and understand what I have read	<ul style="list-style-type: none">• Apply my knowledge of root words, prefixes and suffixes – from previous year groups.• I attempt the pronunciation of unfamiliar words
NC Statements / Performing	<ul style="list-style-type: none">• Invent, adapt and recount narratives and stories with peers and their teacher• Sing a range of well-known nursery rhymes and songs• Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music.	<ul style="list-style-type: none">• Listen to a story/poem/non-fiction text at a level beyond which read for myself.• Talk about a story/poem/non-fiction text at a level beyond which read myself.• Link what I have heard or read to my own experiences.• Take turns and listen to others when talking about books I have read/heard.• Talk about books that have been read to me to show I understand what I have heard.	<ul style="list-style-type: none">• Listen to a wide range of contemporary and classic poetry/stories/non fiction• Discuss and give an opinion on a wide range of contemporary and classic poetry/stories/non-fiction at a level beyond which read for myself.• Enjoy and recite some poems by heard using appropriate intonation.• Correct my reading when doesn't make sense• Discuss books, poems and other texts that I have read or heard, taking turns and listening to what others say.• Explain my understanding of books, poems and other texts that I have read or heard.• Stay focussed on the same book for 10 mins	<ul style="list-style-type: none">• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• Recognise some different forms of poetry and how to express when reading.• Read, reread and rehearse a variety of texts.	<ul style="list-style-type: none">• Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• Recognise some different forms of poetry and how to express when reading.	<ul style="list-style-type: none">• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.• Ask relevant questions to improve my understanding of a text.• Challenge the ideas of others courteously.• Contribute to formal discussions, presentations and debates.• Explain some words in context.	<ul style="list-style-type: none">• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.• Express a personal point of view about a text, giving reasons linked to evidence from texts.• Ask relevant questions to improve my understanding of a text.• Challenge the ideas of others courteously.• Empathise with different characters' points of view.• Contribute to formal discussions, presentations and debates.• Stay focussed on the same book for at least 30 minutes. (Stamina)• Read at a speed of 128 words per minute and understand what I have read.