

Reading Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding and Phonics	<p>3 & 4 year olds L17 Develop their phonological awareness, so that they can: Spot and suggest rhymes Count or clap syllables in a word Recognise words with the same initial sound, such as money and mother.</p> <p>Reception L22 Read individual letters by saying the sounds for them. L23 Blend sounds into words, so that they can read short words made up of known letters-sound correspondences.</p>	<p>apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts</p>	<p>*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, 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 text</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, 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</p>	<p>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</p>	<p>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</p>
Range of reading	<p>3 & 4 year olds L16 Understand the five key concepts about print: Print has meaning Print can have different purposes We read English text from left to right and from top to bottom The names of the different part of a book Page sequencing</p>	<p>listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences</p>	<p>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</p>	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes</p>	<p>listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books</p>

	<p>Reception</p> <p>L24 Read some letter groups that each represent one sound and say sounds for them.</p> <p>L25 Read a few common exception words matched to the school's phonic programme.</p> <p>L26 Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>L27 Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>ELG</p> <p>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.</p>						
<p>Familiarity with texts</p>	<p>Reception</p> <p>CL54 Listen to and talk about stories to build familiarity and understanding.</p> <p>CL55 Retell the story, once they have developed a deep familiarity with the text; some as exact repetition</p>	<p>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>*recognising and joining in with predictable phrases*becoming very familiar with key stories, fairy stories and traditional tales, retelling</p>	<p>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>*recognising simple recurring literary language in stories and poetry</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>*identifying themes and conventions in a wide range of books increasing their familiarity with a wide range of books, including fairy stories,</p>	<p>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</p> <p>*identifying and discussing themes and conventions in and</p>	<p>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</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p>

	and some in their own words.	them and considering their particular characteristics *recognising and joining in with predictable phrases			myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	across a wide range of writing	
Poetry and performance Pie Corbett's Poetry Spine	<u>3 & 4 year olds</u> CL37 Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Reception CL57 Listen carefully to rhymes and songs, paying attention to how they sound. CL58 Learn rhymes, poems and songs. ELG Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	learning to appreciate rhymes and poems, and to recite some by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*learning 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	*learning 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/ Vocabulary	<u>£ & 4 Year olds</u> CL33 Use a wide range of vocabulary. Reception CL56 Use new vocabulary in difference contexts.	discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	using dictionaries to check the meaning of words that they have read	using dictionaries to check the meaning of words that they have read using dictionaries to check the meaning of words that they have read		
Understanding	Reception CL47 Ask questions to find out more and to check they understand what	drawing on what they already know or on background information and vocabulary provided by the teacher	discussing the sequence of events in books and how items of information are related *drawing on what they already know or on	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

	has been said to them. CL54 Listen to and talk about stories to build familiarity and understanding.	*checking that the text makes sense to them as they read and correcting inaccurate reading	background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	*asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference		*discussing the significance of the title and events *making inferences on the basis of what is being said and done	making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction		predicting what might happen on the basis of what has been read so far	predicting what might happen on the basis of what has been read so far	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
Author's Intent (Explain)		Explain what has happened so far in what has been read	Explain what has happened so far in what has been read	discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	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	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
Retrieval (from non-fiction)	Reception CL59 Engage in non-fiction books.	*be introduced to non-fiction books that are structured in different ways Compare to fiction	*be introduced to non-fiction books that are structured in different ways Compare to fiction	retrieve and record information from non-fiction	retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
Sequence/Summarise	Reception CL55 Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Discuss the sequence of events in books (fiction and non-fiction) and how these are related	Discuss the sequence of events in books (fiction and non-fiction) and how these are related	Understand what has been read by identifying main ideas drawn from one or more paragraph	Understand what has been read by identifying main ideas drawn from one or more paragraph Summarise in a brief paragraph	Summarise main ideas from one or more paragraph, identifying key details to support these using quotations Summarise in a given number of points	Summarise main ideas from one or more paragraph, identifying key details to support these using quotations Summarise in a given number of points
Discussing Reading Reading for Pleasure Recommending books to others Discussing preferences	3 & 4 year olds CL31 Enjoy listening to longer stories and can remember much of what happens.	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	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 *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*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	*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	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views

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