



Reading Progression Document – Updated September 2022

	EYFS	Y1	Y2	Y3 and 4	Y5 and 6
Word Reading	<p>☑ Hear and say the initial sound in words. Segment the sounds in simple words and blend them together and knows which letters represent some of them. Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words. Read phonically regular words of more than one syllable as well as many irregular but high frequency words.</p>	<p>Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught Read common exception words. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</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. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read most words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read aloud books closely matched to their improving</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) 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.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</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 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.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>		
Comprehension	<p>Continue a rhyming string. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books.</p> <p>Know that information can be retrieved from books and computers.</p> <p>Understand humour, eg, nonsense rhymes, jokes.</p> <p>Follow instructions involving several ideas or actions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</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>becoming very familiar with key stories, fairy stories and traditional tales; drawing on what they already know or on background information and vocabulary provided by the teacher;</p> <p>checking that the text makes sense to them as they read; ⊗ as they read correcting inaccurate reading; discussing the significance of the title and events; making inferences on the basis of what is being said and done;</p>	<p>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- discussing the sequence of events in books and how items of information are related; becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales; retell a range of stories, fairy stories and traditional tales; being introduced to non-fiction books that are structured in different ways; recognising simple recurring literary language in stories and poetry; discussing their favourite words and phrases; appreciate poems reciting some, with appropriate intonation to make the meaning clear.</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>using dictionaries to check the meaning of words that they have read;</p> <p>identifying themes and conventions in a wide range of books; preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>⊗ checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;</p> <p>⊗ asking questions to improve their understanding of a text;</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;</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; recommending books that they have read to their peers, giving reasons for their choices; identifying and discussing themes and conventions in and across a wide range of writing; making comparisons within and across books; learning a wider range of poetry by heart;</p> <p>Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the</p>

		<p>predicting what might happen on the basis of what has been read so far. 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.</p>	<p>checking that the text makes sense to them as they read and correcting inaccurate reading making inferences on the basis of what is being said and done; answering and asking questions; predicting what might happen on the basis of what has been read so far. 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.</p>	<p>justifying inferences with evidence; predicting what might happen from details stated and implied; identifying main ideas drawn from more than one paragraph identifying how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction. 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.</p>	<p>meaning of words in context; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions; drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; ☞ identifying how language, structure and presentation contribute to meaning; Distinguish between statements of fact and opinion; Retrieve, record and present information from non-fiction; Participate in discussions about books that are read to them and those they can read for themselves; Explain and discuss their understanding of what they have read; Provide reasoned justifications for their views;</p>
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We ASPIRE for all our children to develop an appreciation and love of reading, and read increasingly challenging material independently through:

reading a wide range of fiction and non-fiction, including in particular:

whole books; short stories, poems and plays with a wide coverage of genres - historical periods; forms and authors; choosing and reading books independently for challenge, interest and enjoyment;

making critical comparisons across texts.

Understand increasingly challenging texts through:

learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries [eg, write a word not known in vocabulary book, look it up in a dictionary, use the word in own writing];

☞ making inferences and referring to evidence in the text

knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension;