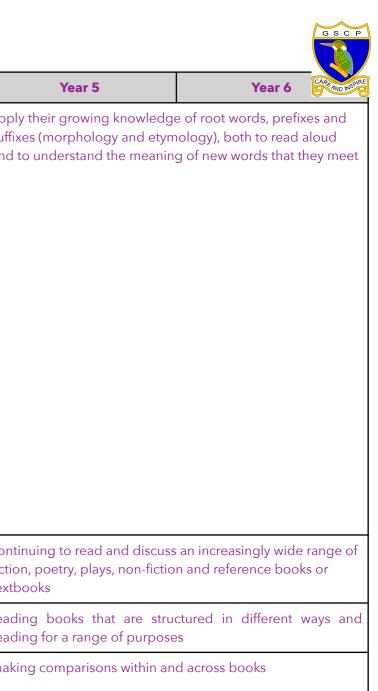
## <u>READING PROGRESSION</u>

	EYFS	Year 1	Year 2	Year 3	Year 4	
Decoding	Say a sound for each letter in the alphabet and at least 10 digraphs.	apply phonic knowledge to decode words	secure phonic decoding until reading is fluent	apply their growing knowledge of root words, prefixes ar suffixes, both to read aloud and to understand the meanin of new words they meet		app suffi and
		speedily read all 40+ letters/ groups for 40+ phonemes	read accurately by blending, including alternative sounds for graphemes			
	Read words consistent with their phonic knowledge by sound-blending.	read accurately by blending taught GPC				
		read common exception words	read multi-syllable words containing these graphemes	correspondences between sp	vords, noting the unusual belling and sound, and where	
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	read common suffixes (-s, -es, -ing, -ed, etc.)	read common suffixes	these occur in the word		
		read multi-syllable words containing taught GPCs	read exception words, noting unusual correspondences			
		read contractions and understanding use of apostrophe	read most words quickly & accurately without overt sounding and blending			
		read aloud phonically- decodable texts				
Range of Reading			listening to, discussing and expressing views about a wide range of contemporary	listening to and discussing a w plays, non-fiction and referenc		cont fictio text
		beyond that at which they can read independently	and classic poetry, stories and non-fiction at a level beyond that at which they			read read
		being encouraged to link what they read or hear read to their own experiences	can read independently	reading books that are structur reading for a range of purpose	,	mak
Familiarity with texts		key stories, fairy stories and	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales		vith a wide range of books, nd legends, and retelling some	
		recognising and joining in with predictable phrases	recognising simple recurring literary language in stories and poetry	identifying themes and conver	ntions in a wide range of books	ider acro
Poetry & Performance		learning to appreciate rhymes and poems, and to recite some by heart	repertoire of poems learnt by	preparing poems and play s perform, showing understand volume and action	scripts to read aloud and to ling through intonation, tone,	lear and und the
				recognising some different for	ms of poetry	uie



creasing their familiarity with a wide range of books, cluding myths, legends and traditional stories, modern ction, fiction from our literary heritage, and books from ther cultures and traditions

lentifying and discussing themes and conventions in and cross a wide range of writing

earning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing inderstanding through intonation, tone and volume so that he meaning is clear to an audience

Word meanings	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	discussing word meanings, linking new meanings to those already known	discussing and clarifying the meanings of words, linking new meanings to known vocabulary	using dictionaries to check the meaning of words that they have read	
	poens and during fole play.		discussing their favourite words and phrases		
Understanding	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	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	checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	
			drawing on what they already know or on background information and vocabulary provided by the teacher	asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these	aski
		checking that the text makes sense to them as they read and correcting inaccurate reading	checking that the text makes sense to them as they read and correcting inaccurate reading		sum para
Inference		discussing the significance of the title and events	making inferences on the basis of what is being said and done	drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	drav thou infe
		making inferences on the basis of what is being said and done	answering and asking questions		
Prediction	Anticipate (where appropriate) key events in stories.	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	preo imp
Authorial Intent				discussing words and phrases that capture the reader's interest and imagination	ider con
				identifying how language, structure, and presentation contribute to meaning	disc figu
Non-fiction			being introduced to non- fiction books that are	retrieve and record information from non-fiction	
			structured in different ways		retri
Discussing reading		participate in discussion about what is read to them,	participate in discussion about books, poems & other works that are read to them &	participate in discussion about both books that are read to them and those they can read for themselves, taking turns	recc givir
		taking turns and listening to what others say	those that they can read for themselves, taking turns and listening to what others say	and listening to what others say	
		explain clearly their	explain and discuss their		expl
		understanding of what is read to them	understanding of books, poems and other material, both those that they listen to and those that they read for themselves		read prov

necking that the book makes sense to them, discussing leir understanding and exploring the meaning of words in pontext

sking questions to improve their understanding

ummarising the main ideas drawn from more than one aragraph, identifying key details to support the main ideas

awing inferences such as inferring characters' feelings, oughts and motives from their actions, and justifying ferences with evidence

edicting what might happen from details stated and aplied

entifying how language, structure and presentation ontribute to meaning

scuss and evaluate how authors use language, including gurative language, considering the impact on the reader

stinguish between statements of fact and opinion

trieve, record and present information from nonfiction

commending books that they have read to their peers, ving reasons for their choices

articipate in discussions about books, building on their own ad others' ideas and challenging views courteously

plain and discuss their understanding of what they have

ead, including through formal presentations and debates, rovide reasoned justifications for their views