

Reading Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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 and suffixes, both to read aloud and to understand the meaning of new words they meet		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	
		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 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word			
		read common exception words	read multi-syllable words containing these graphemes				
	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	read most words quickly & accurately without overt sounding and blending			
		read multi-syllable words containing taught GPCs	read exception words, noting unusual correspondences				
		read contractions and understanding use of apostrophe					
	read aloud phonically-decodable texts						
Range of Reading		listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	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	listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	
		being encouraged to link what they read or hear read to their own experiences		reading books that are structured in different ways and reading for a range of purposes		reading books that are structured in different ways and reading for a range of purposes	
						making comparisons within and across books	
Familiarity with texts		becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally		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	
		recognising and joining in with predictable phrases	recognising simple recurring literary language in stories and poetry	identifying themes and conventions in a wide range of books		identifying and discussing themes and conventions in and across a wide range of writing	
Poetry & Performance		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	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	
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 discussing their favourite words and phrases	using dictionaries to check the meaning of words that they have read			
	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		checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	

Understanding			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	asking questions to improve their understanding
		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		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	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
		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	predicting what might happen from details stated and implied
Authorial Intent				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
Non-fiction			being introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction	distinguish between statements of fact and opinion
					retrieve, record and present information from nonfiction
Discussing reading		participate in discussion about what is read to them, taking turns and listening to what others say	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	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
		explain clearly their understanding of what is read to them	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 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