Reading Progression

	Y1	Y2	Y3	Y4	Y5	Y6
Word Reading	Apply phonic	Continue to apply	Apply their growing	Apply their growing	Apply their growing	Apply their growing
	knowledge and skills	phonic knowledge	knowledge of root	knowledge of root	knowledge of root	knowledge of root
	as the route to	and skills as the route	words, prefixes and	words, prefixes and	words, prefixes and	words, prefixes and
	decode words	to decode words until	suffixes (etymology	suffixes (etymology	suffixes (morphology	suffixes (morphology
	Respond speedily	automatic decoding	and morphology) as	and morphology) as	and etymology), as	and etymology), as
	with the correct	has become	listed in - see English	listed in - see English	listed in English	listed in English
	sound to graphemes	embedded and	appendix 1, both to	appendix 1, both to	appendix 1, both to	appendix 1, both to
	(letters or groups of	reading is fluent	read aloud and to	read aloud and to	read aloud and to	read aloud and to
	letters) for all 40+	Read accurately by	understand the	understand the	understand the	understand the
	phonemes, including,	blending the sounds	meaning of new	meaning of new	meaning of new	meaning of new
	where applicable,	in words that contain	words they meet	words they meet	words that they meet	words that they meet
	alternative sounds for	the graphemes taught	Read further	Read further		
	graphemes	so far, especially	exception words,	exception words,		
	Read accurately by	recognising	noting the unusual	noting the unusual		
	blending sounds in	alternative sounds for	correspondences	correspondences		
	unfamiliar words	graphemes	between spelling and	between spelling and		
	containing GPCs that	Read accurately	sound, and where	sound, and where		
	have been taught	words of two or more	these occur in the	these occur in the		
	Read common	syllables that contain	word	word		
	exception words,	the same graphemes				
	noting unusual	as above				
	correspondences	Read words				
	between spelling and	containing common				
	sound and where	suffixes				
	these occur in the	Read further common				
	word	exception words,				
	Read words	noting unusual				
	containing taught	correspondences				
	GPCs and –s, –es, –	between spelling and				
	ing, –ed, –er and –est	sound and where				
	endings	these occur in the				
	Read other words of	word				
	more than one					

	and the land and a second of	Danal asset assets		I		
	syllable that contain	Read most words				
	taught GPCs	quickly and				
	Read words with	accurately, without				
	contractions [for	overt sounding and				
	example, I'm, I'll,	blending, when they				
	we'll], and	have been frequently				
	understand that the	encountered				
	apostrophe	Read aloud books				
	represents the	closely matched to				
	omitted letter(s)	their improving				
	Read books aloud,	phonic knowledge,				
	accurately, that are	sounding out				
	consistent with their	unfamiliar words				
	developing phonic	accurately,				
	knowledge and that	automatically and				
	do not require them	without undue				
	to use other	hesitation				
	strategies to work out	Reread these books				
	words	to build up their				
	Reread these books	fluency and				
	to build up their	confidence in word				
	fluency and	reading				
	confidence in word					
	reading					
Comprehension	Develop pleasure in	Develop pleasure in	Participate in	Develop positive	Maintain positive	Maintain positive
	reading, motivation to	reading, motivation to	discussion about both	attitudes to reading,	attitudes to reading	attitudes to reading
	read, vocabulary and	read, vocabulary and	books that are read to	and an understanding	and an understanding	and an understanding
	understanding by	understanding by	them and those they	of what they read, by	of what they read by	of what they read by
	listening to and	listening to, discussing	can read for	listening to and	continuing to read	continuing to read
	discussing a wide	and expressing views	themselves, taking	discussing a wide	and discuss an	and discuss an
	range of poems,	about a wide range of	turns and listening to	range of fiction,	increasingly wide	increasingly wide
	stories and non-	contemporary and	what others say	poetry, plays, non-	range of fiction,	range of fiction,
	fiction at a level	classic poetry, stories	Develop positive	fiction and reference	poetry, plays, non-	poetry, plays, non-
	beyond that at which	and non-fiction at a	attitudes to reading,	books or textbooks	fiction and reference	fiction and reference
	they can read	level beyond that at	and an understanding	Develop positive	books or textbooks	books or textbooks
	independently		of what they read, by	attitudes to reading,		

reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear to their own experiences Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases Develop pleasure in reading, motivation to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart

Develop pleasure in

which they can read independently Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Develop pleasure in reading, motivation to read, vocabulary and understanding by being introduced to non-fiction books that are structured in different ways Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary

reading books that are structured in different ways and reading for a range of purposes Develop positive attitudes to reading, and an understanding of what they read, by using dictionaries to check the meaning of words that they have read Develop positive attitudes to reading, and an understanding of what they read, by increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Develop positive attitudes to reading, and an understanding of what they read, by identifying themes and conventions in a wide range of books Develop positive attitudes to reading, and an understanding of what they read, by preparing poems and

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Maintain positive attitudes to reading and an understanding of what they read by reading books that are structured in different ways and reading for a range of purposes Maintain positive attitudes to reading and an understanding of what they read by 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 Maintain positive attitudes to reading and an understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices Maintain positive attitudes to reading

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language in stories and poetry Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing their favourite words and phrases Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some. with appropriate intonation to make the meaning clear Understand both the books that they can already read accurately and fluently and those that they listen to by

play scripts to read aloud and to perform, showing understanding through intonation, tone. volume and action Develop positive attitudes to reading. and an understanding of what they read, by discussing words and phrases that capture the reader's interest and imagination Develop positive attitudes to reading, and an understanding of what they read, by recognising some different forms of poetry [for example, free verse, narrative poetry Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context

of what they read, by preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Develop positive attitudes to reading, and an understanding of what they read, by discussing words and phrases that capture the reader's interest and imagination Develop positive attitudes to reading, and an understanding of what they read, by recognising some different forms of poetry [for example, free verse, narrative poetry Understand what they read, in books they can read independently, by checking that the text makes sense to them. discussing their understanding, and explaining the

of what they read by identifying and discussing themes and conventions in and across a wide range of writing Maintain positive attitudes to reading and an understanding of what they read by making comparisons within and across books Maintain positive attitudes to reading and an understanding of what they read by learning a wider range of poetry by heart Maintain positive attitudes to reading and an understanding of what they read by 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 Understand what they read by checking that the book makes sense to them,

of what they read by identifying and discussing themes and conventions in and across a wide range of writing Maintain positive attitudes to reading and an understanding of what they read by making comparisons within and across books Maintain positive attitudes to reading and an understanding of what they read by learning a wider range of poetry by heart Maintain positive attitudes to reading and an understanding of what they read by 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 Understand what they read by checking that the book makes sense to them,

they listen to by discussing the significance of the title and events Understand both the books they can already read accurately and fluently and those they listen to by making inferences on the basis of what is being said and done Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far Explain clearly their understanding of what is read to them

drawing on what they already know or on background information and vocabulary provided by the teacher Understand both the books that they can already read accurately and fluently and those that they listen to by checking that the text makes sense to them as they read, and correcting inaccurate reading Understand both the books that they can already read accurately and fluently and those that they listen to by making inferences on the basis of what is being said and done Understand both the books that they can already read accurately and fluently and those that they listen to by answering and asking auestions nderstand both the books that they can

Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text Understand what they read. in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. and justifying inferences with evidence Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied Understand what they read, in books they can read independently, by identifying main ideas drawn from more than 1 paragraph and summarising these

meaning of words in context Understand what they read, in books they can read independently, by asking questions to improve their understanding of a text Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied Understand what they read, in books they can read independently, by identifying main ideas drawn from more

discussing their understanding and exploring the meaning of words in context Understand what they read by asking questions to improve their understanding Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Understand what they read by predicting what might happen from details stated and implied Understand what they read by summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas Understand what they read by identifying how language, structure

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already read Understand what than 1 paragraph and and presentation and presentation accurately and they read, in books summarising these contribute to contribute to fluently and those they can read Understand what meaning meaning that they listen to by independently, by they read, in books Discuss and evaluate Discuss and evaluate they can read how authors use how authors use predicting what might identifying how happen on the basis language, structure, independently, by language, including language, including of what has been read and presentation identifying how figurative language, figurative language, so far contribute to language, structure, considering the considering the Participate in meaning and presentation impact on the reader impact on the discussion about Retrieve and record contribute to Distinguish between Participate in books, poems and information from statements of fact discussions about meaning other works that are non-fiction Retrieve and record and opinion books that are read to read to them and Participate in information from Retrieve, record and them and those they those that they can discussion about both non-fiction present information can read for from non-fiction read for themselves, books that are read to Participate in themselves, building taking turns and them and those they discussion about both Participate in on their own and others' ideas and listening to what can read for books that are read to discussions about themselves, taking them and those they books that are read to challenging views others say Explain and discuss turns and listening to can read for them and those they courteously reader their understanding what others say themselves, taking can read for Distinguish between of books, poems and turns and listening to themselves, building statements of fact other material, both what others say on their own and and opinion others' ideas and those that they listen Retrieve, record and to and those that they challenging views present information read for themselves courteously from non-fiction Explain and discuss Explain and discuss their understanding their understanding of what they have of what they have read, including read, including through formal through formal presentations and presentations and debates, maintaining debates, maintaining a focus on the topic a focus on the topic and using notes and using notes where necessary where necessary

			Provide reasoned	Provide reasoned
			justifications for their	justifications for their
			views	views