



Progression in Reading across the school

STRAND	RECEPTION	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Word Reading	<p><u>Say a sound for each letter in the alphabet and at least 10 digraphs (ELG)</u></p> <p><u>Read words consistent with their phonic knowledge by sound-blending (ELG)</u></p> <p><u>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words (ELG)</u></p>	<p>Respond quickly with the correct sound for graphemes (using phonemes taught so far)</p> <p>Respond quickly with the correct sound for graphemes (for all 40+ phonemes)</p> <p><u>Read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes (WTS KS1)</u></p> <p><u>Read many year 1 common exception words (National Curriculum English Appendix 1) (WTS KS1)</u></p> <p>Read words containing taught GPCs and ending in –s, -es and ing</p> <p><u>Read words of more than one syllable (WTS KS1)</u></p>	<p>Blend GPCs to read accurately</p> <p>Recognise alternative sounds for graphemes</p> <p><u>Apply phonic knowledge</u></p> <p><u>Read words of two or more syllables (EXS KS1)</u></p> <p><u>Read most words containing common suffixes (link to spelling) (EXS KS1)</u></p> <p><u>Read most common exception words (National Curriculum Appendix 1) (EXS KS1)</u></p> <p>Sound out unfamiliar words when reading aloud</p>	<p>Read words with unfamiliar spelling patterns</p> <p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Continue to build a knowledge of unusual grapheme phoneme correspondences</p>	<p>Try out different pronunciations to aid the decoding of unfamiliar, longer words</p> <p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p> <p>Continue to build a knowledge of unusual grapheme phoneme correspondences</p>	<p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p>	<p>Use an understanding of morphology and etymology to aid them in reading unfamiliar words (link to spelling strand)</p>



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		<p>Read words containing taught GPCs and ending in –ed, -er and est</p> <p>Read words with contractions and understand how apostrophes work in these words</p> <p>Apply phonic knowledge</p> <p><u>Read aloud accurately books that match their phonic knowledge</u></p>					
Becoming a Reader		<p><u>Enjoy stories (including fairy and traditional stories), poems and rhymes</u></p> <p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Offer an opinion on what is read to them and listen to the opinions of others</p> <p>Retell a story using prompts</p> <p><u>Retell a story in the correct order</u></p>	<p>Enjoy books and reading</p> <p>Listen to and discuss a wide range of poems (contemporary and classic), stories and non-fiction that are read to them and those that they can read for themselves</p> <p>Offer opinions and preferences about books,</p> <p>Retell a story using words and phrases from the text</p> <p>Retell a story from memory, including all the main parts</p>	<p>Enjoy books and reading</p> <p><u>Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</u></p> <p><u>Read for a range of purposes</u></p> <p>Retell stories, adding key details</p> <p>Identify themes in books</p>	<p>Develop a love books and reading</p> <p>Listen to and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</p> <p><u>Independently read for a range of purposes</u></p> <p>Know and recognise some forms of poetry</p> <p>Retell myths and legends focusing on the themes</p>	<p>Develop a love books and reading</p> <p><u>Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</u></p> <p>Increase their familiarity with fiction genres including books from other cultures</p> <p>Increase their familiarity with fiction genres including modern fiction</p> <p>Increase their familiarity with fiction genres</p>	<p>Develop an appreciation and love of reading</p> <p><u>Read and discuss a range of fiction, poetry, plays, non-fiction, reference and text books that are read to them and those that they can read for themselves</u></p> <p>Increase their familiarity with fiction genres including myths and legends</p> <p>Increase their familiarity with fiction genres including classic fiction</p> <p>Increase their familiarity with fiction genres</p>



Progression in Reading across the school

		Join in with stories being read aloud	Retell a stock of basic stories Discuss their favourite words and phrases	Retell fairy stories or folk tales focusing on the theme Know and recognise some forms of poetry		including traditional stories <u>Read for a range of purposes</u> Recommend a book and explain why Discuss a text confidently with others, responding to their ideas and challenging their views courteously	including modern and classic fiction <u>Read for a range of purposes</u> Identify, discuss themes Show an understanding of texts through formal presentation and debate Show an understanding of texts through formal presentation and debate, maintaining a focus on the topic and using notes where necessary
Fluency		Re-read books to build fluency and confidence Recite some poems and rhymes by heart <u>In phonically regular texts, read aloud many words quickly and accurately without overt sounding and blending (WTS KS1)</u> <u>Sound out many unfamiliar words accurately in a phonically regular text (WTS KS1)</u>	Re-read books to build fluency and confidence Decrease reliance on 'sounding out' in common words <u>Read most words accurately without overt sounding and blending and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words (EXS KS1)</u> <u>Sound out most unfamiliar words</u>	Prepare texts (including poems and plays) to read aloud and perform	Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume and action Prepare texts (including poems and playscripts) to read aloud and perform, considering speed, volume, action, intonation, tone	Learn poems by heart Learn poems by heart Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone so that the meaning is clear to an audience	Prepare texts (including poems and playscripts) to read aloud and perform, showing understanding through speed, volume, action, intonation, tone so that the author's intent is clear to an audience Learn classic poems by heart



Progression in Reading across the school

			<p><u>accurately, without undue hesitation</u> (EXS KS1)</p> <p>Learn some poems by heart</p>				
Reading Comprehension							
Clarifying and Retrieving		<p><u>Check that the text makes sense as they read and re-read if necessary</u></p> <p><u>Retrieve information from a familiar book that is read to them in discussion with the teacher (KS1 WTS)</u></p>	<p><u>Check that the text makes sense as they read and correct inaccurate reading (KS1 EXS)</u></p> <p><u>Build comprehension by retrieving basic information from a text (KS1 EXS)</u></p> <p>Create understanding by reading and combining different textual elements e.g. text, pictures, diagrams, labels and captions</p> <p>Use vocabulary knowledge, including synonyms, to aid comprehension</p> <p>Order the events in a text</p>	<p>Apply previous retrieving objectives to year 3 texts</p> <p>Check that the text makes sense to them and discuss their understanding</p> <p>Combine information to create an understanding of the whole text</p>	<p>Apply previous retrieving objectives to year 4 texts</p> <p>Check that the text makes sense to them and discuss their understanding</p> <p><u>Extract information from a text when information is hidden within a longer paragraph</u></p> <p>Use a knowledge of text type and structure to extract information</p>	<p>Apply previous retrieving objectives to year 5 texts</p> <p>Check that the text makes sense to them and use questioning and discussion to further their understanding</p> <p><u>Extract information that is scattered throughout a whole text</u></p> <p>Extract information from a text by following a train of thought through a longer paragraph</p> <p>Develop a fuller understanding of the text by combining clarifying and inferring</p> <p><u>Use knowledge of synonyms and hypernyms to aid comprehension</u></p>	<p><u>Apply previous retrieving objectives to year 6 texts</u></p> <p>Check that the text makes sense to them and use questioning and discussion to further their understanding</p> <p><u>Use what is 'not said' to enhance comprehension</u></p> <p><u>Use what is implied to enhance comprehension</u></p>



Progression in Reading across the school

<p>Inference</p>	<p><u>Make simple inferences from a familiar book that is read to them (KS1 WTS)</u></p> <p>Make simple inferences about characters from what they say and do</p>	<p><u>Make inferences about characters, settings and events (EXS KS1 and GD KS1)</u></p> <p>Use vocabulary knowledge, including synonyms, to aid inference</p>	<p><u>Use inference to draw simple conclusions about characters, settings and events</u></p> <p>Use vocabulary knowledge, including synonyms, to aid inference</p>	<p><u>Use textual details and examples to support inferences and explanations about a text's meaning</u></p> <p>Use precise language to encapsulate an inference made</p> <p>Make inferences from evidence found throughout a paragraph</p>	<p>Use evidence to both support and challenge conclusions drawn within and from a text</p> <p><u>Make inferences from evidence found throughout the text</u></p> <p><u>Use knowledge of synonyms and hypernyms to aid inference</u></p>	<p>Revise conclusions based on new evidence in the text</p> <p><u>Explain inferences with clear reasoning and precise language</u></p>
<p>Predicting</p>	<p><u>Anticipate – where appropriate – key events in stories (ELG)</u></p>	<p>Predict the next part of a story</p>	<p><u>Make a plausible prediction about what might happen on the basis of what has been read so far (KS1 GD)</u></p>	<p>Predict what may happen and explain using detail from the text</p>	<p>Predict what may happen and explain using stated and implied detail from the text</p>	<p>Predict what may happen using stated and implied details</p> <p>Refine and verify predictions in discussion with others</p>
<p>Summarising</p>	<p><u>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary (ELG)</u></p>	<p>Recall the main events in a story</p>	<p><u>Explain what has happened so far in what they have read (KS1 EXS)</u></p>	<p>Identify the key points in a section, page or whole text</p>	<p><u>Summarise a text using the key points</u></p>	<p>Summarise using an appropriate amount of detail as evidence</p> <p><u>Summarise the key points in a more complex text, using their own words to establish clear meaning</u></p>
<p>Understanding Purpose and Viewpoint</p>				<p>Identify the author's purpose e.g. to inform, describe, entertain, share feelings etc.</p>	<p>Identify the author's purpose and adjust reading strategy accordingly e.g. consider the evidence in a persuasive text</p> <p>Recognise the viewpoint of the author</p>	<p>Recognise that different parts of the text may have different purposes</p> <p>Comment on a writer's purpose and viewpoint e.g. noting bias</p> <p>Compare differing purposes and viewpoints in texts on similar topics</p> <p>Explain purpose and viewpoint with reference to evidence in the text</p>



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					Distinguish between fact and opinion when discussing viewpoint	Identify, describe and compare writers' themes across a range of texts	
Understanding Text Organisation		Recognise and understand the terms title, author, illustrator and illustration Understand that text, illustration and other features combine to give meaning	Recognise and discuss features of different texts Recognise and discuss the sequence of events in fiction and how items are related in non-fiction	Explain the basic structures inherent in different text types (fiction and non-fiction) Explain the purpose of structural features	Identify how the layout in book and screen-based texts aids the reader Identify instances where structure and layout contribute to meaning	Identify a point in the text where the author has made a structural choice and consider the reasoning behind it Explain some choices an author has made in structuring and organising their text	Explain the series of choices an author has made in structuring and organising their text Explain how an author uses text structure and organisation to manipulate the reader
Understanding Writers' Use of Language			Recognise recurring story language Recognise recurring language in stories and poetry Discuss which words and phrases are effective	Discuss language which has captured their interest Identify basic language features inherent in different text types (fiction and non-fiction)	Select and explain favourite vocabulary choices <u>Select and discuss effective words and phrases e.g. figurative language</u> Engage in a discussion on an author's use of language	Discuss and evaluate how authors use language and the impact on the reader Explain why an author has used figurative language and the effect this has Explain how meaning is enhanced through the use of words and phrases	Describe and evaluate the choices an author has made in their use of language Explain how an author has used language to manipulate the reader

NOTES:

All objectives have derived from the National Curriculum and/or the Statutory Framework for EYFS

Objectives which directly contribute towards the Early Learning Goals or the statements in the Teacher Assessment Frameworks appear in bold. these objectives will be found scattered across year groups.

The most important objectives in each year group have been underlined. They must be mastered in the year group in which they appear.