



English Reading Progression Document

2019-2020 Whole School

	<u>EYFS</u>	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Phonics Decoding</u>	<ul style="list-style-type: none"> ▪ Use phonic knowledge to decode regular words and read them aloud accurately. 	<ul style="list-style-type: none"> ▪ Apply phonic knowledge & skills as the route to decode words. ▪ Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. ▪ Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. 	<ul style="list-style-type: none"> ▪ Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent. ▪ Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. 				
<u>Reading Words</u>	<ul style="list-style-type: none"> ▪ Read some common irregular words. 	<ul style="list-style-type: none"> ▪ 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. ▪ Read other words of more than one syllable that contain taught GPCs. ▪ Read words with contractions, e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter(s). 	<ul style="list-style-type: none"> ▪ Read further common exception words, noting unusual correspondence between spelling & sound and where these occur in the word. ▪ Read accurately words of two or more syllables that contain the taught GPCs. ▪ Read most words quickly and accurately, without overt sounding & blending, when they have been frequently encountered. 	<ul style="list-style-type: none"> ▪ Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. 			
<u>Reading Books</u>		<ul style="list-style-type: none"> ▪ Read aloud accurately books that are consistent with their 	<ul style="list-style-type: none"> ▪ Read aloud books closely matched to their improving phonic 				

		<ul style="list-style-type: none"> developing phonic knowledge and that do not require them to use other strategies to work out words. Re-read these books to build up their fluency & confidence in word reading. 	<ul style="list-style-type: none"> knowledge, sound out unfamiliar words accurately, automatically & without undue hesitation. Re-read these books to build up their fluency & confidence in word reading. 				
PAG			<ul style="list-style-type: none"> Read words containing common suffixes. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.
Range of Reading	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Listening to & 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. 	<ul style="list-style-type: none"> Listening to, discussing & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> 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. 	<ul style="list-style-type: none"> Continuing to read & 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. Making comparisons within & across books. 	<ul style="list-style-type: none"> Continuing to read & 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. Making comparisons within & across books.
Familiarity with texts	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics. Recognising & joining in with predictable phrases. 	<ul style="list-style-type: none"> Becoming increasingly familiar with & retelling a wider range of stories, fairy stories & traditional tales. Recognising simple recurring literary language in stories & poems. 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally. Identifying themes & conventions in a wide range of books. 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally. Identifying themes & conventions in a wide range of books. 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identifying & discussing themes & conventions in and across a wide range of writing. 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Identifying & discussing themes & conventions in and across a wide range of writing.
Poetry & Performance	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Learning to appreciate rhymes & poems, and to recite some by heart. 	<ul style="list-style-type: none"> Continuing to build up a repertoire of poems learnt by heart, appreciating these & 	<ul style="list-style-type: none"> Preparing poems and play scripts to read aloud and perform, showing 	<ul style="list-style-type: none"> Preparing poems and play scripts to read aloud and perform, showing 	<ul style="list-style-type: none"> Learning a wider range of poetry by heart. Preparing poems and plays to read aloud 	<ul style="list-style-type: none"> Learning a wider range of poetry by heart. Preparing poems and plays to read aloud

			reciting some, with appropriate intonation to make the meaning clear.	understanding through intonation, tone, volume and action. <ul style="list-style-type: none"> Recognising some different forms of poetry (e.g. free verse, narrative poetry). 	understanding through intonation, tone, volume and action. <ul style="list-style-type: none"> Recognising some different forms of poetry (e.g. free verse, narrative poetry). 	and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.
Word meanings	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> Discussing & clarifying the meaning of words, linking new meanings to known vocabulary. Discussing their favourite words & phrases. 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read. 		
Understanding	<ul style="list-style-type: none"> Read & understand simple sentences. Demonstrate understanding when talking to others about what they have read. 	<ul style="list-style-type: none"> Drawing on what they already know or on background information & vocabulary provided by the teacher. Checking that the text makes sense to them as they read & correcting inaccurate reading. 	<ul style="list-style-type: none"> Discussing the sequence of events in books & how items of information are related. Drawing on what they already know or on background information & vocabulary provided by the teacher. Checking that the text makes sense to them as they read & correcting inaccurate reading. 	<ul style="list-style-type: none"> Checking that the text makes sense to them, discussing their understanding & explaining the meaning of the words in context. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraphs & summarising these. 	<ul style="list-style-type: none"> Check that the text makes sense to them, discussing their understanding & explaining the meaning of the words in context. Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraphs and summarising these. 	<ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding & exploring the meaning of the words in context. Asking questions to improve their understanding. Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas. 	<ul style="list-style-type: none"> Checking that the book makes sense to them, discussing their understanding & exploring the meaning of the words in context. Asking questions to improve their understanding. Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.
Inference	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Discussing the significance of the title and events. Making inferences on the basis of what is being said & done. 	<ul style="list-style-type: none"> Making inferences on the basis of what is being said & done. Answering & asking questions. 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence. 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence. 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence. 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence.
Prediction	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Predicting what might happen from details stated & implied. 	<ul style="list-style-type: none"> Predicting what might happen from details stated & implied. 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied. 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied.
Authorial Intent	<ul style="list-style-type: none"> 			<ul style="list-style-type: none"> Discussing words & phrases that capture the reader's interest and imagination. Identifying how language, structure, & presentation contribute to meaning. 	<ul style="list-style-type: none"> Discussing words & phrases that capture the reader's interest and imagination. Identifying how language, structure, & presentation contribute to meaning. 	<ul style="list-style-type: none"> Identifying how language, structure & presentation contribute to meaning. Discuss & evaluate how authors use language, including figurative language, 	<ul style="list-style-type: none"> Identifying how language, structure & presentation contribute to meaning. Discuss & evaluate how authors use language, including figurative language,

						considering the impact on the reader.	considering the impact on the reader.
<u>Non-fiction</u>			<ul style="list-style-type: none"> ▪ Being introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> ▪ Retrieve & record information from non-fiction. 	<ul style="list-style-type: none"> ▪ Retrieve & record information from non-fiction. 	<ul style="list-style-type: none"> ▪ Distinguish between statements of fact & opinion. ▪ Retrieve, record & present information from non-fiction. 	<ul style="list-style-type: none"> ▪ Distinguish between statements of fact & opinion. ▪ Retrieve, record & present information from non-fiction.
<u>Discussing reading</u>		<ul style="list-style-type: none"> ▪ Participate in discussion about what is read to them, taking turns & listening to what others say. ▪ Explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> ▪ Participate in discussion about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say. ▪ Explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves. 	<ul style="list-style-type: none"> ▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns & listening to what others say. 	<ul style="list-style-type: none"> ▪ Participate in discussion about both books that are read to them and those they can read for themselves, taking turns & listening to what others say. 	<ul style="list-style-type: none"> ▪ Recommending books that they have read to their peers, giving reasons for their choices. ▪ Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously. ▪ Explain & discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. ▪ Provide reasoned justifications for their views. 	<ul style="list-style-type: none"> ▪ Recommending books that they have read to their peers, giving reasons for their choices. ▪ Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously. ▪ Explain & discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. ▪ Provide reasoned justifications for their views.