





Progression in Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	-Say a sound for each	-Read aloud	-Read aloud books	As above and:	-Read books at an age	-Read books at an age	-Read books at an age
word Reading	letter in the alphabet	accurately books that	closely matched to		appropriate interest	appropriate interest	appropriate interest
	and at least 10	are consistent with	their improving	-Read books at an age	level.	level.	level.
	digraphs	their developing	phonic knowledge,	appropriate interest			
		phonic knowledge	sounding out	level	-Use knowledge of	-Use knowledge of	-Work out unfamiliar
			unfamiliar words		root words to	root words to	words by focusing on
	-Read words	-Apply phonic	accurately,	-Use knowledge of	understand meanings	understand meanings	all letters in the word,
	consistent with their	knowledge and skills	automatically and	root words to	of words.	of words.	e.g. not reading
	phonic knowledge by	as the route to decode	without undue	understand meanings			invitation for
	sound blending	words.	hesitation.	of words.	-Use prefixes to understand meanings	-Use suffixes to understand meanings	imitation.
	-Read aloud simple	-Respond speedily	-Re-read books to	-Use prefixes to	e.g. in-,ir-,sub-, inter-	e.gant, -ance,- ancy, -	-Use knowledge of
	sentences and books	with the correct	build up fluency and	understand meanings	super-, anti-, auto	ent, ence, -ency, -ible,	root words, prefixes
	that are consistent	sound to grapheme	confidence in word	e.g. un-, dis-, mis-, re-,		-able, -ibly, -ably.	and suffixes to
	with their phonic	for the 44 phonemes.	reading.	pre-, im-, in	-Use suffixes to	,	investigate how the
	knowledge, including		Jan 8		understand meanings	-Read and understand	meanings of words
	some common	-Recognise and use	-Read frequently	-Use suffixes to	e.g. –ation,-tion, –	words from the Year 5	change e.g.
	exception words	the different ways of	encountered words	understand	ssion, –cian,-sion.	list (selected from the	un+happy+ness,
		pronouncing the same	quickly and accurately	meaningse.gly,-ous.		statutory Year 5/6	dis+repute+able,
		grapheme; e.g. ow in	without overt	8.18 7,	-Read and understand	word list)-see below	dis+respect+ful,
		snow and cow.	sounding and	-Read and understand	words from the Year 4		re+engage+ment.
			blending.	words from the Year 3	list (selected from the		
		-Read accurately by		list(selected from the	statutory Year 3/4		-Use suffixes to
		blending sounds in	-Read accurately by	statutory Year 3/4	word list-see below.		understand meanings
		unfamiliar words.	blending the sounds in	word list)-see below.	Word instruction		e.g. –cious, -tious, -
			words, especially	Word not, see seletti			tial, -cial.
		-Read common	recognising				cial, ciali
		exception words,	alternative sounds for				-Read and understand
		noting tricky parts	graphemes.				words from the Year 6
		(see below).	graphemes.				list (selected from the
		(See Below).	-Read accurately				statutory Year 5/6
		-Read words	words of two or more				word list) -see below.
		containing—s,-es, -ing,	syllables that contain				iso, see below.
		-ed, -er, -est endings.	alternative sounds for				-Use etymology to
		cu, -ei, -est chunigs.	grapheme e.g.				help the pronunciation
		-Split two and three	shoulder, roundabout,				of new words e.g.
		syllable words into the	grouping.				chef, chalet, machine,

		separate syllables to					brochure – French in
		support blending for	-Read longer and less				origin.
		reading.	familiar texts				Origin.
		reading.					
		Donal considerable	independently.				
		-Read words with					
		contractions e.g. I'm,	-Apply phonic				
		I'll, we'll and	knowledge and skills				
		understand that the	to read words until				
		apostrophe	automatic decoding				
		represents the	has become				
		omitted letter.	embedded and				
			reading is fluent.				
		-Develop fluency,					
		accuracy and	-Work out unfamiliar				
		confidence by re-	words by focusing on				
		reading books.	all letters in the word,				
			e.g. not reading place				
		-Read more	for palace.				
		challenging texts using	Tor parace.				
		phonics and common	-Read words				
		exception word	containing common				
		recognition.	suffixes e.gness, -				
			ment, -ful, -less -ly, -				
			ing, -ed, -er, -est, -y.				
			-Read further				
			common exception				
			words, noting tricky				
	Damanatusta	Davidanias alsassus	parts (see below).	Davidanias alasaus	Davidanias alasavas	Maintaining gasiting	Maintainina nasitina
Comprehension	-Demonstrate	Developing pleasure	Developing pleasure	Developing pleasure	Developing pleasure	Maintaining positive	Maintaining positive
• • • • • • • • • • • • • • • • • • • •	understanding of	in reading and	in reading and	in reading and	in reading and	attitudes to reading	attitudes to reading
	what has been read to	motivation to read	motivation to read	motivation to read	motivation to read		
	them by retelling					-Listen to and discuss	-Listen to, read and
	stories and narratives	-Listen to and discuss	-Listen, discuss and	-Listen to and discuss	-Listen to, read and	a range of fiction,	discuss an increasingly
	using their own words	a range of texts at a	express views about a	a range of fiction,	discuss a range of	poetry and non-	wide range of fiction,
	and recently	level beyond that at	range of texts at a	poetry, plays and	fiction, poetry, plays	fiction which they	poetry, plays and non-
	introduced vocabulary	which they can read	level beyond that at	nonfiction, e.g. fables,	and non-fiction in	might not choose to	fiction.
		independently,	which they can read	fairy tales, classic	different forms e.g.	read themselves.	
	-Anticipate – where	including stories, non-	independently,	poetry, shape poetry,	fairy tales, folk tales,		-Regularly listen to
	appropriate – key	fiction and poems.	including stories, non-	non-chronological	classic poetry,	-Regularly listen to	novels read aloud by
	events in stories		fiction, and	reports, explanations.	kennings,	whole novels read	the teacher from an
		-Relate texts to own	contemporary and		advertisements,	aloud by the teacher	increasing range of
	-Use and understand	experiences.	classic poetry.	-Regularly listen to	formal speeches,	from an increasing	authors, which they
	recently introduced			whole novels read	magazines, electronic	range of authors.	may not choose
	vocabulary during	-Recognise and join in	-Orally retell a wider	aloud by the teacher.	texts.		themselves.
	discussions about	with language	range of stories, fairy				
	discussions about	with language	runge of stories, fally		1	1	<u> </u>

stories, non-fiction,	patterns and	tales and traditional	-Read a range of non-	-Regularly listen to	-Recommend books to	-Independently read
rhymes and poems	repetition.	tales.	fiction texts, e.g.	whole novels read	their peers with	longer texts with
and during role-play			information,	aloud by the teacher.	reasons for choices.	sustained stamina and
	-Use patterns and	Sequence and discuss	discussion,			interest.
	repetition to support	the main events in	explanation,	-Read books and texts,	-Read books and texts	
	oral retelling, e.g. fairy	stories and recounts.	biography and	which are structured	that are structured in	-Recommend books to
	stories, traditional		persuasion.	in different ways, for a	different ways for a	their peers with
	tales and stories by	-Read a range of non-		range of purposes and	range of purposes.	detailed reasons for
	well-known authors.	fiction texts which are	-Read books and texts	respond in a variety of		their opinions.
		structured in different	for a range of	ways.	-Express preferences	
	-Orally retell familiar	ways, including	purposes e.g.		about a wider range of	-Express preferences
	stories in a range of	information,	enjoyment, research,	-Learn a range of	books including	about a wider range o
	contexts e.g. small	explanations,	skills development,	poems by heart and	modern fiction,	books including
	world, role play,	instructions, recounts,	reference.	rehearse for	traditional stories,	modern fiction,
	storytelling.	reports.		performance.	myths and legends.	traditional stories,
			-Recognise some		_	fiction from our
	-Enjoy and recite	-Recognise the use of	different forms of	-Prepare poems and	-Learn a wider range	literary heritage and
	rhymes and poems by	repetitive language	poetry e.g. narrative,	play scripts to read	of poems by heart.	books from other
	heart.	within a text or poem	calligrams, shape	aloud, showing	, ,	cultures.
	-Make personal	(e.g. run, run as fast as	poems.	understanding	-Prepare poems and	
	reading choices and	you can) and across		through intonation,	play scripts to read	-Learn a wider range
	explain reasons for	texts (e.g. long, long	-Sequence and discuss	tone, volume and	aloud and perform,	of poems by heart.
	choices.	ago in a land far	the main events in	action.	showing	. ,
		away).	stories.	-Orally retell a range	understanding	-Prepare poems and
		, ,		of stories, including	through intonation,	play scripts to read
		-Learn and recite a	-Orally retell a range	less familiar fairy	tone, volume and	aloud and perform
		range of poems using	of stories, including	stories, myths and	action so the meaning	using dramatic effects
		appropriate	less familiar fairy	legends.	is clear to an	
		intonation.	stories, fables and	regenus.	audience.	
			folktales e.g. Grimm's		add.c.rec.	
		-Make personal	Fairy Tales.			
		reading choices and	,			
		explain reasons for	-Identify and discuss			
		choices.	themes e.g. good over			
		Choices.	evil, weak and strong,			
	Understanding books		wise and foolish,			
	which they can read		mean and generous,			
	themselves and those		rich and poor.			Understanding texts
	which are read to		non and poor.			they read
	them		-Identify and discuss			independently and
	them		conventions e.g.	Understanding the		those which are read
	-Introduce and discuss		numbers three and	text	Understanding texts	to them
	key vocabulary, linking			IEAL	they read	to tilelli
	, ,		seven in fairy tales,	Identify discuss and		Evalain the meaning
	meanings of new words to those		magical sentence	-Identify, discuss and collect effective words	independently and those which are read	-Explain the meaning
			repeated several			of new vocabulary
	already known.	l	times.	and phrases which	to them	

		Understanding books		capture the reader's		within the context of
-Ac	Activate prior	which they can read	-Prepare poems and	interest and	Explain the meaning	the text.
	nowledge e.g. what	themselves and those	play scripts to read	imagination e.g.	of words within the	ene cene
	o you know about	which are read to	aloud, showing	metaphors, similes.	context of the text.	-Demonstrate active
	nini-beasts?	them	understanding	metaphors, similes.	context of the text.	reading strategies e.g.
	iiiii-beasts:	them	through intonation,	-Explain the meaning	-Use punctuation to	challenging peers with
Ch	Check that texts	-Identify, discuss and	tone, volume and	of key vocabulary	determine intonation	0 0.
			·			questions, justifying
	ake sense while	collect favourite	action.	within the context of	and expression when	opinions, responding
	eading and self-	words and phrases.	Understanding the	the text.	reading aloud to a	to different viewpoints
Cor	orrect.	Laboration and discours	text	The distance of the first	range of audiences.	within a group.
		-Introduce and discuss	-Identify, discuss and	-Use dictionaries to		
	Develop and	words within the	collect favourite	check meanings of	-Check that the book	-Use a reading journal
	emonstrate their	context of a text,	words and phrases	words in the texts that	makes sense to them	to record on-going
	nderstanding of	linking new meanings	which capture the	they read.	and demonstrate	reflections and
	naracters and events	to known vocabulary.	reader's interest and		understanding e.g.	responses to personal
	rough role play and		imagination.	-Use punctuation to	through discussion,	reading.
	rama, drawing on	-Use morphology to		determine intonation	use of reading	
lan	nguage from the	work out the meaning	-Explain the meaning	and expression when	journals.	-Explore texts in
tex	ext.	of unfamiliar words	of unfamiliar words by	reading aloud to a		groups and deepen
		e.g. terror, terrorised.	using the context.	range of audiences.	-Demonstrate active	comprehension
-Gi	Give opinions and				reading strategies e.g.	through discussion.
sur	upport with reasons	-Uses tone and	-Use dictionaries to	-Make predictions	generating questions	
e.g	g. I like the Little	intonation when	check meanings of	based on information	to refine thinking,	-Provide reasoned
Red	ed Hen because	reading aloud.	words they have read.	stated and implied.	noting thoughts in a	justifications for their
she	ne				reading journal.	views.
		-Activate prior	-Use intonation, tone	-Demonstrate active		
-Ex	Explain clearly their	knowledge and raise	and volume when	reading strategies e.g.	-Infer characters'	-Justify opinions and
und	nderstanding of	questions e.g. What	reading aloud.	generating questions,	feelings, thoughts and	elaborate by referring
wh	hat is read to them.	do we know? What do		finding answers,	motives from their	to the text e.g. using
		we want to know?	-Take note of	refining thinking,	actions and justify	the PEE prompt –
-De	Demonstrate	What have we	punctuation when	modifying questions,	inferences with	Point + Evidence +
und	nderstanding of texts	learned?	reading aloud.	constructing images.	evidence.	Explanation.
	y answering		=	5 5		
	uestions related to	-Check that texts	-Discuss their	-Justify responses to	-Predict what might	-Infer characters'
wh	ho, what, where,	make sense while	understanding of the	the text using the PE	happen from	feelings, thoughts and
	hen, why, how.	reading and self-	text.	prompt (Point +	information stated	motives from their
	, ,,	correct.		Evidence).	and implied.	actions, justifying
-Ide	dentify and discuss		-Raise questions	,	- P	inferences with
	ne main events in	-Demonstrate	during the reading	-Identify, analyse and	-Through close	evidence e.g. Point +
	ories.	understanding of	process to deepen	discuss themes e.g.	reading of the text, re-	Evidence + Explanation
	· 	fiction and non-fiction	understanding e.g. I	safe and dangerous,	read and read ahead	2.22 2p.aa
-Id	dentify and discuss	texts by asking and	wonder why the	just and unjust, origins	to locate clues to	-Predict what might
	ne main characters in	answering who, what,	character.	of the earth, its	support	happen from
	cories.	where, when, why,	character.	people and animals.	understanding.	information stated and
310	.0.103.	how questions.	-Draw inferences	people and allimais.	anacistanalis.	implied.
		now questions.	around character's			impiicu.
			around character 3			

	1	1	1		
-Recall specific	-Explain and discuss	thoughts, feelings and	-Draw inferences	-Explore themes	-Through close
information in fiction	their understanding,	actions, and justify	around characters'	within and across	reading, re- read and
and non-fiction texts.	giving opinions and	with evidence from	thoughts, feelings,	texts e.g. loss,	read ahead to locate
	supporting with	the text.	actions and motives,	heroism, friendship	clues to support
-Locate parts of text	reasons e.g. Hansel		and justify with		understanding and
that give particular	was clever when he	-Make predictions	evidence from the text	-Make comparisons	justify with evidence
information, e.g.	put stones in his	based on details	using point and	within a text e.g.	from the text
titles, contents page	pocket because	stated.	evidence.	characters' viewpoints	
and labelled diagram.				of same events.	-Make comparisons
	-Develop and	-Justify responses to	-Identify main ideas		within and across texts
-Discuss the title and	demonstrate their	the text using the PE	drawn from more	-Distinguish between	e.g. similar events in
how it relates to the	understanding of	prompt (Point +	than one paragraph	statements of fact and	different books such as
events in the whole	characters and events	Evidence).	and summarise these	opinion within a text.	being an evacuee in
story e.g. Peace at	through role play and	·	e.g. character is evil	·	Carrie's War and
Last by Jill Murphy.	drama, drawing on	-Discuss the purpose	because1/2/3	-Scan for key words	Goodnight Mr Tom.
	language from the	of paragraphs.	reasons, Clitheroe	and text mark to	_
-Make basic	text.	. = .	Castle is a worthwhile	locate key	-Compare characters
inferences about what		-Identify a key idea in	place to visit because	information.	within and across
is being said and	-Make inferences	a paragraph.	1/2/3 reasons across a		texts.
done.	about characters and	1 0 1	text.	-Summarise main	
	events using evidence	-Analyse and evaluate		ideas drawn from	-Compare texts
-Make predictions	from the text e.g.	texts looking at	-Analyse and evaluate	more than one	written in different
based on what has	what is the character	language, structure	texts looking at	paragraph and identify	periods.
been read so far.	thinking, saying and	and presentation e.g.	language, structure	key details which	•
	feeling?	persuasive letter,	and presentation and	support this.	-Recognise themes
	O	diary and calligram	how these contribute		within and across texts
	-Make predictions	etc.	to meaning.	-Justify opinions and	e.g. hope, peace,
	based on what has			elaborate by referring	fortune, survival.
	been read so far.		-Recognise and	to the text, e.g. using	
Participating in			analyse different	the PEE prompt-Point	-Distinguish between
discussion	-Identify how specific		forms of poetry e.g.	+ Evidence +	statements of fact and
	information is		haiku, limericks,	Explanation.	opinion across a range
-Listen to what others	organised within a		kennings.	p.m.:m.:	of texts e.g. first-hand
say	non-fiction text e.g.			-Analyse the	account of an event
-Take turns	sub-headings,			conventions of	compared with a
ranc carris	contents, bullet			different types of	reported example such
	points, glossary,	Participating in		writing e.g. use of first	as Samuel Pepys' diary
	diagrams.	discussion		person in	and a history textbook.
	a.a.o. a	2.33333011		autobiographies and	and a motory textbook.
	-Locate information	-Participate in		diaries.	-Skim for gist
	from non- fiction texts	discussion about what		a.arica.	Cantillor Bist
	using the contents	is read to them and		-Identify how	-Scan for key
	page, index, labelled	books they have read	Participating in	language, structure	information e.g.
	diagrams and charts.	independently	discussion	and presentation	identify words and
	ulagi allis allu cilal ts.	independently	uiscussioii		
				Contribute to magning	nhracec which tell you
				contribute to meaning e.g. formal letter,	phrases which tell you the character is

	-Develop and agree on	-Participate in	informal diary,	frustrated or find
	rules for effective	discussion about what	persuasive speech.	words/phrases which
	discussion.	is read to them and	persuasive speech.	suggest that a theme
	-Take turns and listen	books they have read		park is exciting.
		•		park is exciting.
	to what others say	independently, taking		llas a sambination of
		turns and listening to		-Use a combination of
	-Make and respond to	what others say		skimming, scanning
	contributions in a			and close reading
Participating in	variety of group	-Develop, agree on		across a text to locate
discussion	situations e.g. whole	and evaluate rules for		specific detail.
	class, pairs, guided	effective discussion	Participating in	
-Participate in	groups, book circles		discussion and debate	-Retrieve, record,
discussion about what		-Make and respond to		make notes and
is read to them, taking		contributions in a	-Participate in	present information
turns and listening to		variety of group	discussions about	from non-fiction,
what others say.		situations e.g. whole	books that are read to	including texts used in
		class, independent	them and those they	other subjects.
-Make contributions		reading groups, book	can read for	
in whole class and		circles.	themselves, building	-Analyse the
group discussion.			on their own and	conventions of
			others ideas and	different types of
-Consider other points	Retrieving and		challenging views	writing e.g. use of
of view	recording information		courteously.	dialogue to indicate
	from non-fiction			geographical and/or
-Listen and respond to			-Explain and discuss	historical settings for a
contributions from	-Prepare for research		their understanding of	story.
others.	by identifying what is		what they have read,	
	already known about		including through	-Identify how
	the subject and key	Retrieving and	formal presentations	language, structure
	questions to structure	recording information	and debates.	and presentation
	the task.	from non-fiction		contribute to meaning
			Prepare formal	e.g. persuasive leaflet,
	-Evaluate how specific	-Prepare for research	presentations	balanced argument.
	information is	by identifying what is	individually or in	
	organised within a	already known about	groups.	
	non-fiction text e.g.	the subject and key	0 - 1 -	
	text boxes, contents,	questions to structure	-Use notes to support	
	bullet points, glossary,	the task.	presentation of	
	diagrams.	tuoti	information.	
	a.agraiiis.	-Navigate texts, e.g.		Participating in
	-Quickly appraise a	using contents and	-Respond to guestions	discussion and debate
	text to evaluate	index pages, in order	generated by a	alleastion and debate
	usefulness.	to locate and retrieve	presentation	-Participate in
	usciuliess.	information in print	presentation	discussions about
	-Navigate texts in	and on screen.	-Participate in debates	books, building on
	print and on screen.	and on screen.	on an issue related to	their own and others'

			-Record information	reading (fiction or	ideas and challenging
		-Record information	from a range of non-	non-fiction).	views courteously
		from a range of non-	fiction texts		
		fiction texts.			-Explain and discuss
			-Scan for dates,		their understanding of
			numbers and names.		what they have read,
			numbers and names.		including through
			Amalian and avaluate		
			-Analyse and evaluate		formal presentations
			how specific		and debates.
			information is		
			organised within a		Prepare formal
			non-fiction text e.g.	Evaluating the impact	presentations
			text boxes, sub-	of the author's use of	individually or in
			headings, contents,	language.	groups.
			bullet points, glossary,	_	·
			diagrams.	-Explore, recognise	Use notes to support
				and use the terms	presentation of
			-Explain how	metaphor, simile,	information.
			paragraphs are used		inionillation.
				imagery.	Danie and to acceptions
			to order or build up		-Respond to questions
			ideas, and how they	Explain the effect on	generated by a
			are linked.	the reader of the	presentation.
				authors' choice of	Participate in debates
				language.	on issues related to
					reading(fiction/non-
					fiction).
					Evaluating the impact
					of the author's use of
					language
					language
					Evalore recogniss
					-Explore, recognise
					and use the terms
					personification,
					analogy, style and
					effect.
					-Explain the effect on
					the reader of the
					author's choice of
					language and reasons
					why the author may
					have selected these
					words, phrases and
					techniques