

# Progression in Reading



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Word reading</b></p> <p><b>Phonics and decoding</b></p>	<p>Develop their phonological awareness, so that they can: - spot and suggest rhymes count or clap syllables in a word recognise words with the same initial sound, such as money and mother</p>	<p>Read individual letters by saying the sounds for them Blend sounds into words, so that they can read short words made up of known letter sound correspondences Read some letter groups that each represent one sound and say sounds for them</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

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<p><b>Common exception words</b></p>		<p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondence between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
<p><b>Fluency</b></p>	<p>To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos.  To look and handle books independently (holds books the correct way up and turns pages).  To ascribe meanings to marks that they see in different places.  To begin to break the flow of speech into words.</p>	<p>To read and understand simple sentences.  Read simple phrases and sentences made up of words with known letter sound correspondences and, where necessary, a few exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.  To reread these books to build up fluency and confidence in word reading.  To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. Any children who are not at this point will receive targeted intervention.</p>			

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<p><b>Attitudes to reading</b></p>	<p>Engage in extended conversations about stories, learning new vocabulary</p>	<p>Re-read the core books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listens to, discusses and expresses views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Beginning to develop positive attitudes to reading.</p>	<p>Listens to and discusses in depth a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Maintains positive attitudes to reading and understanding of what they read. Reads a wide range of books with interest.</p>	<p>Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books</p>
			<p>Begins to link what they read or hear read to their own experiences.</p>	<p>Discusses the sequence of events in books and how items of information are related.</p>	<p>Beginning to reads books that are structured in different ways and reads for a range of purposes</p>	<p>Reads books that are structured in different ways and reads for a range of purposes</p>	<p>Reads books that are structured in different ways and reading for a range of purposes and is beginning to apply this knowledge in some contexts.</p>	<p>Reads books that are structured in different ways and reading for a range of purposes. And is able to apply this knowledge to a range of contexts</p>
<p><b>Breadth of reading</b></p>		<p>Compare and contrast characters from stories including figures from the past.</p>	<p>Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales.</p>	<p>Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Increases their familiarity with a wide range and variety of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>Increases their familiarity with a wide range of books</p>	<p>Increases 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.</p>
			<p>Recognises and joins in with predictable phrases.</p>	<p>Is beginning to identify differences in the structure of the non-fiction books that they are introduced to.</p>			<p>Recommends books that they have read to their peers, giving reasons for their choices which illustrate a general awareness of the writer’s purpose and effect on the reader.</p>	<p>Recommends books that they have read to their peers, explaining their reasoning through explicit explanation developed by close reference to the text.</p>

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			Is learning to appreciate rhymes and poems, and to recite some by heart.	Recognises simple recurring literary language in stories and poetry.	(With support) identifies themes and conventions in a wide range of books.	Independently identifies themes and conventions in a wide range of books.	Identifies and discusses themes and conventions in and across a wide range of writing. Comments identify similarities and differences between texts	Identifies and discusses themes and conventions in and across a wide range of writing such as the use of the first person in writing diaries and autobiographies; or considering accounts of the same event, with identification of viewpoint developed through close reference to the text.
				Discusses their favourite words and phrases.	Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action.	Prepares poems and plays to read aloud and to perform, showing understanding through increasing use of appropriate intonation, tone, volume and action.	Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation.	Makes comparisons within and across books. May contain some detailed discussion of textual conventions or features as used by writers from different periods, or ideas about how topics are treated differently in texts from different cultures.
					Beginning to discuss words and phrases that capture the reader's interest and imagination.	Identifies and discusses words and phrases that capture the reader's interest and imagination.	Learns a wide range of poetry by heart.	Learns a wider range of poetry by heart.

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				Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	With support recognises some different forms of poetry (e.g. free verse, narrative poetry).	Independently recognises some different forms of poetry (e.g. free verse, narrative poetry).	Prepares 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.	Prepares poems and plays to read aloud and to perform, showing understanding through appropriate intonation, tone and volume so that the meaning is clear to an audience.
<b>Understanding reading</b>	Understand the 5 key concepts about print.	Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment	With some adult intervention Checks that the text makes sense to them as they read and corrects inaccurate reading.	Checks that the text makes sense to them as they read and swiftly corrects inaccurate reading without any adult intervention.	Checks that the text makes sense to them, beginning to discuss their understanding and explain the meaning of words in context	Confidently checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	Checks that the book makes sense to them by discussing their understanding drawing on their own experiences, and with support exploring the meaning of words in context.	Check that the book makes sense to them by discussing their understanding, drawing on their own experiences, and independently exploring the meaning of words in context.
			Draws on what they already know or on background information and vocabulary provided by the teacher.	Draws on what they already know or on background information and vocabulary provided by the teacher or through own research				
				Answers and asks questions.	With support asks questions to improve their understanding of a text.	Asks relevant questions to improve and develop their understanding of a text.	In order to improve their understanding and explore ideas they ask a range of relevant questions.	Confidently asks questions to improve their understanding and explore ideas in detail.
			Discusses the significance of the title and events.					

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<p><b>Inference</b></p>			<p>Makes inferences on the basis of what is being said and done.</p>	<p>Independently, makes inferences on the basis of what is being said and done.</p>	<p>Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with support) justifying inferences with evidence.</p>	<p>With support draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence.</p>	<p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with relevant evidence.</p>	<p>Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. Comments are securely based in textual evidence with an attempt at detailed exploration.</p>
		<p>Make simple predictions based on key events or pictures in the book.</p>	<p>Predicts what might happen on the basis of what has been read, or been read to them, so far.</p>	<p>Predicts what might happen on the basis of what has been read so far.</p>	<p>Makes basic predictions about what might happen based on details stated and implied.</p>	<p>Makes reasoned predictions of what might happen clearly derived from details both stated and implied.</p>	<p>Predicts what might happen from details stated and implied. Justifies predictions with specific textual references.</p>	<p>Predicts what might happen from details stated and implied. Justifies predictions with specific textual references and quotation.</p>
					<p>(With some support) identifies main ideas drawn from more than one paragraph and makes a simple summary.</p>	<p>Independently identifies main ideas drawn from more than one paragraph and summarises these accurately and concisely.</p>	<p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p>	<p>Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - incorporates apt textual reference or quotation to support argument.</p>
					<p>With support identifies how language, structure, and presentation contribute to meaning.</p>	<p>Identify how language, structure, and presentation contribute to meaning.</p>	<p>Shows general awareness of writer's craft. Identifies how language, structure and presentation contribute to meaning.</p>	<p>Identifies how language, structure and presentation contribute to meaning. (eg explains how structural choices support writer's theme or purpose)</p>

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					Retrieves and records information from non-fiction (supported where necessary).	Independently retrieves and confidently records information from non-fiction.	Relevant points clearly identified from all areas of the text. Retrieve, record and present information from non-fiction.	Relevant points clearly identified including summary and synthesis of information from different sources in the text. Retrieves, records and presents information from non-fiction.
							Distinguishes between statements of fact and opinion.	Independently distinguishes between statements of fact and opinion.
<b>Discuss, explain and evaluate</b>	Be able to talk about familiar books and be able to tell a long story.	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Participates in discussion about what is read to them.	Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves.	Participates 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.	Participates 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, making positive contributions that develops their own and others' understanding.	Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.	Participates in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. In a structured whole class/small group discussion taking others views and opinions into account to develop their own opinion.

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			Understands the need to take turns.	Take turns and listens to what others say.			Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader and showing some awareness of the effect of different language choices.  Beginning to use some technical terminology to describe language where needed (e.g. simile, metaphor).	Discusses and evaluates how authors use language, including figurative language, using appropriate terminology (eg imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader.
				Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.			Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	Explains and discusses their understanding of what they have read, developing explanations through close reference to the text. Demonstrate understanding through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
			Explains clearly their understanding of what is read to them.				Provides reasoned justifications for their views, supporting them with relevant textual reference or quotation.	Provides reasoned justifications for their views, incorporating apt textual reference and quotation to support main ideas or argument.

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\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.