

Reading Progression

EYFS: building the foundations for Reading

Nursery

Children throughout Early Years build secure foundations for later success in the English National Curriculum through developing their phonological awareness and an enjoyment of reading. Foundations for Phonics develops children's phonological and phonemic awareness through fun, engaging games and nursery rhymes.

Reception

Children throughout Early Years build secure foundations for later success in the English National Curriculum through developing their word reading and comprehension.

Word Reading ELG

- ✓ Say a sound for each letter in the alphabet and at least 10 digraphs.
- ✓ Read words consistent with their phonic knowledge by sound-blending.
- ✓ Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Comprehension ELG

- ✓ Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- ✓ Anticipate, where appropriate, key events in stories.
- ✓ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during roleplay.

	Reception	Year 1	Year 2	Year 3/4	Year 5/6
Decoding and fluency	* Say a sound for each letter in the alphabet and at least 10 digraphs. *Read words consistent with their phonic knowledge by	*Apply phonic knowledge to decode words *Read all 40+ letters/groups for 40+ phonemes (32/40 phonics screening check) *	*Secure phonic knowledge (including recognising alternative sounds for graphemes) until automatic decoding has been	*Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words	*Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they

	sound-blending * Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Observe full stops in reading *Read common exception words (Year 1) *Read aloud phonetically decodable texts * Re-read books to build up fluency and confidence in word reading * Check that the text makes sense to them as they read and correct inaccurate reading	embedded and reading is fluent. * Observe full stops in reading * Read most words quickly and accurately without overly sounding out and blending (when frequently encountered) *Read common exception words (Year 2) *Read accurately most words containing common suffixes * Re-read books to build up fluency and confidence in word reading	*Read further exception word noting the unusual correspondences between spelling and sound *Observe a greater range of punctuation when reading aloud e.g. ? ! “ ” ... ,	encounter in more challenging texts *Observe a full range of punctuation when reading aloud e.g. ? ! “ ” ... , ;
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	Reception	Year 1/2	Year 3/4	Year 5/6
	* Stories, non-fiction, rhymes and poems as appropriate.	*Listen to, read and discuss a wide range of fiction, non-fiction, poetry and plays at a level beyond that at which they can read independently. *Read books which are structured in different ways and written for different purposes. *Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action	* Listen to, read and discuss a wide range of fiction, poetry, plays and non-fiction * Read books which are structured in a variety of different ways and written for different purposes * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	* Continue to read and discuss age-appropriate modern fiction, traditional stories, fiction from our literary heritage, books from other cultures, nonfiction, poetry, and plays and novels * Read books which are structured in a variety of different ways and written for different purposes * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Familiarity with texts	*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	*Become familiar with key stories, traditional tales etc retelling them and recognising their familiar characteristics *Recognise and join in with predictable and repeated phrases, e.g. Once upon a time... *Become increasingly familiar with and confident retelling a wider range of stories, fairy stories and traditional tales *Recognise simple themes	* Increase familiarity with a wide range of books, including fairy stories and myths and legends and re-tell some of these orally * Identify themes and conventions in a wide range of books	* Increase 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 * Identify and discuss themes and conventions across a wide range of writing
Vocabulary	*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	*Discuss and clarify the meanings of words, linking new meanings to known vocabulary *Discuss their favourite words and phrases	* Use dictionaries to check the meaning of unfamiliar words * Discuss words and phrases which capture the reader's interest and imagination * Work out the meaning of new vocabulary when there are clues within the sentence and the theme is familiar	* Use dictionaries confidently to check the meaning of unfamiliar vocabulary * Infer the meaning of new vocabulary from the context when little subject specific knowledge is required and the inference is clear
Understanding	*Offer explanations why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	* Check that the text makes sense to them as they read and correcting inaccurate reading *Discuss the sequence of events in books and how items of information are related *Draw on what they already know or background knowledge and vocab to help them understand new texts * Verbally discuss similarities and differences between books they have read	* Check the text makes sense to them, discussing their understanding and explaining the meanings of words in context *Ask questions to improve and deepen their understanding of a text * Identify main ideas from more than one paragraph and summarise these * Compare the main theme or idea between texts stating similarities and differences between books they	* Check the text makes sense to them, discussing their understanding and explaining the meanings of words in context * Ask questions to improve and deepen their understanding of a text * Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas * Make comparisons between themes, characters and ideas and

			have read * Retrieve and record information from non-fiction	provide justification for these * Retrieve, record and present information from non-fiction *Distinguish between fact and opinion
Inference	*Offer explanations why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	*Discuss the significance of the title and main events *Make simple inferences on the basis of what characters say and do	* Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justify them with evidence	* Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence * Provide longer written answers when inferences come from multiple locations within the text
Prediction	*Anticipate where appropriate key events and stories.	* Make simple predictions on the basis of what they have read so far	* Predict what might happen based on details which are stated and happened in the text so far but also those which are implied and begin to explain these	* Make predictions based on stated and implied information using evidence as well as their own knowledge of the world explaining and justifying these
Authorial intent			* Discuss words and phrases which capture the reader's interest and imagination * Identify how language, structure and presentation contribute to meaning	* Identify how language, structure and presentation contribute to the meaning of a text as a whole * Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader * Evaluate the effectiveness of language features e.g. figurative language
Discussion and dialogic teaching	*Participate in discussion about what they have read to them	*Participate in discussion about what they have read and what has been read to them taking turns and listening to what others say	* Participate in discussion about both books which are read to them and those which they can read themselves, taking turns and	* Recommend books that they have read to their peers giving reasons for their choices * Participate in discussions about

		*Explain clearly their understanding of what is read aloud to them * To begin to use the language of 'build, challenge and question' within these discussions to deepen understanding	listening to what others say * To use the language of 'build, challenge and question' within these discussions to deepen understanding	books, building on their own and others' ideas and challenging views appropriately (build, challenge, question) * Explain and discuss their understanding of what they have read, including through formal presentation and debates * Provide reasoned justifications for their views which when appropriate are supported with evidence from the text
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