

Reading Progression

| EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| <p>As part of the Early Learning goals in EYFS the children learn to:</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • read aloud and understand simple sentences and books which contain words consistent with their phonic knowledge by sound blending; • read some irregular words; demonstrate understanding when talking with others about what they have read • retell some stories which have been read to them and demonstrate an understanding of these; • anticipate some key events in stories; • discuss some stories, non-fiction, rhymes and poems using vocabulary recently learned during storytelling/role play. | <ul style="list-style-type: none"> • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes; • read accurately by blending sounds in unfamiliar words; • read common exception words; • read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words; • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ol style="list-style-type: none"> 1. listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently; 2. becoming very familiar with key stories, fairy stories and traditional tales. • understand both the books they can already read accurately and fluently and those they listen to by: <ol style="list-style-type: none"> 1. checking that the text makes sense to them as they read; 2. as they read, correcting inaccurate reading; 3. discussing the significance of the title and events; and 4. predicting what might happen on the basis of what has been read so far. | <ul style="list-style-type: none"> • read accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes; • read accurately words of two or more syllables that contain the same graphemes as above; • read most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered; • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation; • re-read these books to build up their fluency and confidence in word reading; • develop pleasure in reading, motivation to read, vocabulary and understanding by: <ol style="list-style-type: none"> 1. listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently; 2. discussing the sequence of events in books and how items of information are related; 3. becoming increasingly familiar with a wider range of stories, fairy stories and traditional | <ul style="list-style-type: none"> • develop positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; • using dictionaries to check the meaning of words they have read; and • identifying themes and conventions in a wide range of books. • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word; • understand what they have read independently by: <ul style="list-style-type: none"> • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence; and • predicting what might happen from details stated and implied. • retrieve and record information from non-fiction. | <ul style="list-style-type: none"> • apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met; • listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks; • use dictionaries to check the meaning of words that have been read; • identify themes and conventions in a wide range of books; • read further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word; • check that the text makes sense to the individual, discussing their understanding and explaining the meaning of words in context; • draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; • predict what might happen from details stated and implied; • identify main ideas drawn from more than one paragraph and summarise these; | <ul style="list-style-type: none"> • apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met; • increase familiarity with a wide range of books including modern fiction, fiction from our literary heritage, and books from other cultures and traditions; • check that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context; • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; • retrieve, record and present information from non-fiction; • participate in discussions about books that are read to the child and those that can be read independently; • provide reasoned justifications for their views about a book. | <ul style="list-style-type: none"> • apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - as listed in English appendix 1 of the national curriculum document - both to read aloud and to understand the meaning of new words that are met; • increase familiarity with a wide range of books, including modern fiction, fiction from our literary heritage, and books from other cultures and traditions to gain an understanding of the lives of others; • check that the book makes sense to the reader, discussing the individual's understanding and exploring the meaning of words in context; • summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas; • retrieve, record and present information from non-fiction; • participate in discussions about books that are read to the individual and those that can be read independently; • provide reasoned justifications for their views about a book. |

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| | | <p>tales; 4. retelling a range of stories, fairy stories and traditional tales; and 5. being introduced to non-fiction books that are structured in different ways.</p> <ul style="list-style-type: none">• understand both the books they can already read accurately and fluently and those that they listen to by:<ol style="list-style-type: none">1. checking that the text makes sense to them as they read and correcting inaccurate reading;2. answering questions; and3. predicting what might happen on the basis of what has been read so far. | | <ul style="list-style-type: none">• retrieve and record information from non-fiction. | | |
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