



Reading Progression 2023-2024

	EYFS Three and Four-Year- Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading, including phonics and decoding.	<p>Develop their phonological awareness, so that they can: Spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound, such as money and mother.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound- blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</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 read aloud books that use letters and letter groups that have been taught.</p> <p>To read many words quickly and accurately without needing to sound and blend words that have been seen before.</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: ed, ing, est, er, ful.</p> <p>To read a range of common exception / tricky words and say which part of the word is tricky.</p> <p>To read most words except new or unfamiliar words without having to sound and blend out loud.</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 a wider range of common exception / tricky words.</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 help me to read aloud with fluency, understanding and expression 4</p> <p>To read a wider range of common exception / tricky words and see what makes them tricky.</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 intonation, expression, appropriate pace and use of pauses to entertain and maintain interest.</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> <p>GD</p> <p>To skim and scan effectively and quickly to find or check information.</p> <p>To check understanding to make sure what they have read makes sense.</p>



Reading Progression 2023-2024

		To use a range of reading strategies to read unfamiliar words.					
Fluency	<p>Understand the five key concepts about print:</p> <ol style="list-style-type: none"> 1. Print has meaning 2. The names of different parts of a book 3. Print can have different purposes 4. Page sequencing 5. We read English text from left to right and from top to bottom <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common 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.</p> <p>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.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>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.</p> <p>Reading interventions take place for those still requiring phonics.</p>			



Reading Progression 2023-2024

Vocabulary and Authorial choice	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p> <p>Learn new vocabulary.</p> <p>Use new vocabulary throughout the day.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	<p>To explain the meaning of words that they know and talk about the meaning of new words, linking the meaning of new words to those already known.</p>	<p>To understand and recognise simple recurring literary language in stories and poetry .</p> <p>To understand that the same word may mean different things depending of the context.</p> <p>To discuss their favourite words and phrases.</p>	<p>To explain the meaning of words in context, checking that the text makes sense by discussing their understanding of words.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>To explain the meaning of words in context, monitoring understanding so that they can ask when they do not understand a word and use a dictionary to check the meaning of words.</p>	<p>To explore the meaning of words within a text using the context to help discover its meaning, whilst monitoring their understanding so that they can ask or use a dictionary when they do not understand a word.</p> <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>To explore the meaning of words within a text, using their understanding of the context to relate the word to vocabulary already known in order to support their understanding.</p> <p>To understand what they have read by identifying how language, structure and presentation contribute to meaning.</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
Inference	<p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>To talk about characters in stories.</p>	<p>To begin to make simple inferences.</p>	<p>To make inferences on the basis of what is being said and done.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters'</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of</p>



Reading Progression 2023-2024

	To answer simple questions about stories during story time.			feelings, thoughts and motives.	with evidence from the text.		authors and of fictional characters).
Prediction	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories.	To predict what might happen on the basis of what has been read so far.	To predict what might happen on the basis of what has been read so far in a text.	To justify predictions using evidence from the text.	To justify predictions from details stated and implied.	To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Explanation	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	To begin to offer simple thoughts and opinions on the text.	To explain what has happened so far in what has been read.	To check that the text makes sense, discussing understanding and explaining the meaning of words in context. To identify how language, structure, and presentation contribute to meaning.	To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.	To maintain positive attitudes to reading and understand what they have read by making comparisons within a book.	To explain and discuss their understanding of what has been read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
Retrieve	To talk about characters in stories. To answer simple questions about stories during story time.	To identify some features of fiction and non-fiction texts.	To answer and ask questions.	To show understanding of what has been read independently, by asking questions to improve understanding of a text. To retrieve and record information from non-fiction.	To retrieve and record information from non-fiction over a wide range of subjects. To understand what they have read independently by asking questions to improve their understanding of text with increasing complexity.	To understand what they have read by asking questions to improve their understanding of complex texts. To retrieve, record and present information from non-fiction.	To understand what they have read by asking questions to improve their understanding of complex texts. To retrieve, record and present information from non-fiction. To ask questions to improve their understanding.



Reading Progression 2023-2024

Sequence/ Summarise	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p>	<p>To talk about the title and main events in the story.</p>	<p>To choose the main events from a story and retell it in their own words.</p> <p>To discuss the sequence of events in books and how items of information are related</p>	<p>To identify the main ideas taken from a paragraph and summarise these.</p>	<p>To identify main ideas taken from more than one paragraph and summarise these in own words.</p>	<p>To succinctly summarise the key points of a paragraph and the main ideas drawn from more than one paragraph.</p>	<p>To summarise succinctly the key point of a paragraph.</p> <p>To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas, using quotations for illustration.</p>
Comparing, contrasting and commenting	<p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Compare and contrast characters from stories, including figures from the past.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories.</p>	<p>To discuss the significance of titles and events.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or have read to them to their own experiences.</p> <p>To retell familiar stories in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> <p>To 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.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>To recognise more complex themes in what they read (such as loss or heroism).</p> <p>To explain and 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.</p> <p>To listen to guidance and feedback on the quality of their explanations and</p>



Reading Progression 2023-2024

			<p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>		one paragraph and summarise these.		<p>contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
Poetry and performance	<p>Sing a large repertoire of songs.</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Take part in simple pretend play, using an object to represent something else even though they are not similar.</p> <p>Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</p> <p>Remember and sing entire songs. Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</p>	To recite simple poems by heart	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.



Reading Progression 2023-2024

	<p>Create their own songs, or improvise a song around one they know.</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>Develop storylines in their pretend play.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Make use of props and materials when role playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</p>						
Non-Fiction	<p>Engage in non-fiction books.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>To look at some features of non-fiction books.</p> <p>To share non-fiction books in the</p>	<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for</p>



Reading Progression 2023-2024

	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</p>	curriculum and story time.			To use dictionaries to check the meaning of words that they have read.	fiction and non-fiction texts.	purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
--	--	----------------------------	--	--	--	--------------------------------	---