



Reading Progression

EYFS – Y6

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	<ul style="list-style-type: none"> Saying a sound for each letter in the alphabet and at least 10 digraphs Reading words consistent with their phonic knowledge by sound-blending. Reading aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Responds speedily with the correct sound to graphemes for all 40+ phonemes. Reads 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. Blends sounds in unfamiliar words containing GPCs that have been taught. Develops fluency through re-reading books. Reads common exception words, noting unusual correspondences between spelling and sound. Reads words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings. Reads words with contractions. 	<ul style="list-style-type: none"> Decoding is established. A range of age-appropriate texts are read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation. Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most common exception words, based on what has been taught. Re-reads books to build up fluency and confidence. 	<ul style="list-style-type: none"> Usually reads fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations. Reads further exception words, noting the unusual correspondences between spelling and sound. 	<ul style="list-style-type: none"> Reads most words effortlessly and attempts to decode unfamiliar words with increasing automaticity. Reads further exception words, noting the usual correspondences between spelling and sound. 	<ul style="list-style-type: none"> Reads fluently, confidently and independently, using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology). 	<ul style="list-style-type: none"> Fluently and effortlessly reads a wide range of age appropriate texts. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology).
Comprehension	<ul style="list-style-type: none"> Demonstrating understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipating – where appropriate – key events in stories. Using and understanding recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Understanding the difference between fiction and non-fiction. Making inferences based on what is being said and done. Predicting what might happen based on what has been read so far. Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Being encouraged to link what they read or hear read to their own experiences. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Discussing word meanings, linking new meanings to those already known. Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events. 	<ul style="list-style-type: none"> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. Making inferences based on what is being said and done. Answering and asking questions. Predicting what might happen based on what has been read so far. Recognising simple recurring literary language in stories and poetry. 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. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Discussing the sequence of events in books and how items of information are related. Drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Participating in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Beginning to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and being said and done. Drawing inferences such as inferring characters' feelings from their actions, and beginning to justify inferences with evidence. Predicting what might happen from details stated. Reading books that are structured in different ways. Identifying themes and conventions in a wide range of books. Preparing poems and play scripts (as part of a group and independently) to read aloud and to perform, showing some understanding through intonation, tone, volume and action. Recognising some different forms of poetry with support. Beginning to use dictionaries to check the meaning of words that they have read. Checking that the text makes sense to them, beginning to articulate their understanding and explaining the meaning of words in context. When prompted, asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these with support. Identifying words and phrases that capture the reader's interest and imagination. Beginning to identify how language and structure contribute to meaning. Retrieving and organising information from non-fiction. Participating 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 with guidance. 	<ul style="list-style-type: none"> Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading a range of books that are structured in a range of ways. Being exposed to a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Drawing inferences such as inferring characters' feelings from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Identifying themes and conventions in a wide range of books independently. More independently preparing poems and play scripts to read aloud and to perform, showing secure understanding through intonation, tone, volume and action. Recognising some different forms of poetry. Increasingly independently using dictionaries to check the meaning of words that they have read. Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Asking questions to improve their understanding of a text. Identifying main ideas drawn from more than one paragraph and summarising these with increasing independence. Discussing words and phrases that capture the reader's interest and imagination. Identifying how language and structure contribute to meaning. Retrieving and recording information from non-fiction texts. Participating 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. 	<ul style="list-style-type: none"> Demonstrating an increasing familiarity with a wide range of books from different genres. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and making predictions based on these that are stated and implied. Recommending books to others based on own reading experiences. Demonstrating appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience. Checking understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently, Understanding the conventions of different types of writing, using some technical terms when discussing texts. In using non-fiction, accurately retrieving information using contents pages and indexes, summarising and recording information found. Recognising themes and making comparisons of characters, settings, themes and other aspects within a text. Summarising the main ideas drawn from longer texts, identifying key details that support the main idea. 	<ul style="list-style-type: none"> Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice. Drawing inference from a wide range of texts (e.g. plays, novels, and biographies), inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Making predictions based on details stated and implied. Adapting and demonstrating appropriate intonation, tone and volume when reading aloud, to suit the audience. Learning a wide range of poetry by heart. Exploring the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text. Commenting on how language, including figurative language, is used to contribute to meaning Asking questions about a text e.g. context and comparison with other texts. Distinguishing independently between statements of fact and opinion. In non-fiction, retrieving records and presenting information to other readers both formally and informally. Identifying key details that support main ideas, precisising paragraphs and summarising content drawn from longer texts. Explaining and discussing their understanding of what they have read independently or texts that have been read to the individual. e.g. through formal presentations and debates.