

Reading Progression document

Nursery						
Decoding	Fluency	Range of Reading	Familiarity with Texts	Poetry & Performance	Word Meanings	Comprehension
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 		<ul style="list-style-type: none"> • listen to and talk about poems, stories and non-fiction books 	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing 	<ul style="list-style-type: none"> • sing a large repertoire of songs. Know many rhymes 	<ul style="list-style-type: none"> • engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • listen to simple stories and understand remember much of what is happening, with the help of the pictures • understand 'why' questions, like: "Why do you think the caterpillar got so fat?"
Reception						
Decoding	Fluency	Range of Reading	Familiarity with Texts	Poetry & Performance	Word Meanings	Comprehension
<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • read aloud books closely matched to phonic knowledge • confidence in word reading, their fluency and their understanding and enjoyment. 	<ul style="list-style-type: none"> • listen to and talk about poems, stories and non-fiction books • develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • enjoy listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> • know many poems • retell a story, once they have developed a deep familiarity with the text, some as exact repetition and 	<ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, 	<ul style="list-style-type: none"> • engage in extended conversations about stories • ask questions about stories • discuss text images • name of the different parts of a book

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<ul style="list-style-type: none"> •read a few common exception words matched to Little Wandle phonic programme. •read simple phrases and sentences made up of words 				some in their own words.	such as money and mother	
Year 1						
Decoding	Fluency	Range of Reading	Familiarity with Texts	Poetry & Performance	Word Meanings	Comprehension
<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes •read accurately by blending taught GPC •read common exception words •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts 	read aloud books closely matched to phonic with prodsy – reading with meaning, stress and intonation <ul style="list-style-type: none"> •sound out unfamiliar words 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics •recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> •learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> •discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> •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 •Relate text images to the story
Year 2						
Decoding	Fluency	Range of Reading	Familiarity with Texts	Poetry & Performance	Word Meanings	Comprehension

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<ul style="list-style-type: none"> •continue to apply phonic knowledge and skills until reading is fluent •read accurately by blending the sounds in words that contain the graphemes taught, recognising alternative sounds for graphemes •read multisyllable words containing these graphemes •read common suffixes •read exception words, noting unusual correspondences •read most words quickly & accurately without overt sounding and blending of exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> •read aloud books closely matched to phonic knowledge with prosody – reading with meaning, stress and intonation •sound out unfamiliar words accurately, automatically •reread these books to build up their fluency and confidence in word reading 	<ul style="list-style-type: none"> •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 	<ul style="list-style-type: none"> •becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales •recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> •continuing to build up a repertoire of poems learnt by heart •reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> •discussing and clarifying the meanings of words, linking new meanings to known vocabulary •discussing their favourite words and phrases 	<ul style="list-style-type: none"> •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 •answer and ask questions
Year 3						
Decoding	Fluency	Range of Reading	Familiarity with Texts	Poetry & Performance	Word Meanings	Comprehension
<ul style="list-style-type: none"> •apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet •read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> •test out different pronunciations when reading longer words to match what they decode to words they may have already heard but may not have seen in print 	<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 books that are structured in 	<ul style="list-style-type: none"> •increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally •identifying themes and conventions in a 	<ul style="list-style-type: none"> •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> •using dictionaries to check the meaning of words that they have read •checking that the text makes sense to them, discussing 	<ul style="list-style-type: none"> •asking questions to improve their understanding of a text •identifying main ideas drawn from more than one paragraph and summarising these •drawing inferences and justifying evidence with evidence

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		different ways and reading for a range of purposes	wide range of books	•recognising some different forms of poetry	their understanding and explaining the meaning of words in context	<ul style="list-style-type: none"> •predicting what might happen from details stated and implied •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction •participate in discussion about books, taking turns and listening to what others say
Year 4						
Decoding	Fluency	Range of Reading	Familiarity with Texts	Poetry & Performance	Word Meanings	Comprehension
<ul style="list-style-type: none"> •apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet •read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> •test out different pronunciations when reading longer words to match what they decode to words they may have already heard but may not have seen in print 	<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 books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> •increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally •identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> •preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action •recognising some different forms of poetry 	<ul style="list-style-type: none"> •using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> •asking questions to improve their understanding of a text •identifying main ideas drawn from more than one paragraph and summarising these •drawing inferences and justifying evidence with evidence •predicting what might happen from details stated and implied •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction •participate in discussion about books, taking turns

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						and listening to what others say
Year 5						
Decoding	Fluency	Range of Reading	Familiarity with Texts	Poetry & Performance	Word Meanings	Comprehension
<ul style="list-style-type: none"> •apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> •knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support pupils' increasing fluency as readers •pupils should be encouraged to work out any unfamiliar word, by focusing on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word.. 	<ul style="list-style-type: none"> •continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •reading books that are structured in different ways and reading for a range of purposes •making comparisons within and across books 	<ul style="list-style-type: none"> •increasing 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 •identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> •learning a wider range of poetry by heart preparing 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 	<ul style="list-style-type: none"> •using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> •asking questions to improve their understanding of a text •identifying main ideas drawn from more than one paragraph and summarising these •drawing inferences and justifying evidence with evidence •predicting what might happen from details stated and implied •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction •participate in discussion about books, taking turns and listening to what others say
Year 6						
Decoding	Fluency	Range of Reading	Familiarity with Texts	Poetry & Performance	Word Meanings	Comprehension

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<ul style="list-style-type: none"> •apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> •knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks, will support pupils' increasing fluency as readers •pupils should be encouraged to work out any unfamiliar word, by focusing on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' simply because they might be more familiar with the first word.. 	<ul style="list-style-type: none"> •continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks •reading books that are structured in different ways and reading for a range of purposes •making comparisons within and across books 	<ul style="list-style-type: none"> •increasing 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 •identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> •learning a wider range of poetry by heart preparing 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 	<ul style="list-style-type: none"> •using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> •asking questions to improve their understanding of a text •identifying main ideas drawn from more than one paragraph and summarising these •drawing inferences and justifying evidence with evidence •predicting what might happen from details stated and implied •identifying how language, structure, and presentation contribute to meaning •retrieve and record information from non-fiction •participate in discussion about books, taking turns and listening to what others say
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