



Reading Progression

	EYFS	Y1	Y2	
Word reading	<ul style="list-style-type: none"> • Read words consistent with their phonics knowledge including sentences and common exception words • Blend sounds into words • Re-read books to build fluency, understanding and enjoyment • Say a sound for each letter of the alphabet and at least 10 digraphs 	<ul style="list-style-type: none"> • Read aloud accurately, books that are consistent with their developing phonics knowledge and that do not require them to use other strategies to work out words. • Re-read books to build up fluency and confidence in word reading. • Check that the text makes sense to them as they read and correcting inaccurate reading. • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternate sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing the GPCs that have been taught. • Recognise and use the different ways of pronouncing the same grapheme. • Read common exception words, noting unusual correspondence between spelling and sound where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught GPCs • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • 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 words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words 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. 	
	Y3	Y4	Y5	Y6
	<ul style="list-style-type: none"> • Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words met • 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"> • Apply a growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words met. 	

	EYFS	Y1	Y2	
	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary poems and during role-play. 	<ul style="list-style-type: none"> Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently Learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently Be introduced to non-fiction books that are structured in different ways recognising simple recurring literary language in stories and poetry Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear drawing on what they already know or on background information and vocabulary provided by the teacher Check that the text makes sense as it is read and correct inaccurate reading 	
	Y3	Y4	Y5	Y6
Comprehension	<ul style="list-style-type: none"> Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words met 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"> Read books that are structured in different ways and read for a range of purposes Increase 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 Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Recognise some different forms of poetry Check a text makes sense, discussing their understanding and explaining the meaning of words in context Ask questions to improve their understanding of a text Participate 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. 	

Vocab	EYFS	Y1		Y2	
	<ul style="list-style-type: none"> • Learn and use new vocabulary • Use new vocabulary throughout the day • Learn rhymes, poems and songs • Use a wider range of vocabulary and new vocabulary in different contexts • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> • Discuss word meanings • Draw on knowledge of vocabulary to understand a text • Join in with predictable phrases • Use vocabulary given by the teacher • Discuss favourite words and poems 	<ul style="list-style-type: none"> • Discuss and clarify the meaning of new words and link to new vocabulary • Discuss favourite words and phrases • Recognise some reoccurring language in stories and poems 		
	Y3	Y4	Y5		Y6
	<ul style="list-style-type: none"> • Use dictionaries to check the meaning of words that have been read • Discuss words that capture the readers interest or imagination • Identify how language choices help to build meaning • Find the meaning of new words using substitution within a sentence 	<ul style="list-style-type: none"> • Use a dictionary to check the meaning of unknown words • Use a thesaurus to find synonyms • Discuss why words have been chosen and the effect they have on the reader • Discuss new and unusual vocabulary and clarify the meanings of these • Explain how words can capture the interest of the reader • Find the meaning of new words using the context of a sentence 	<ul style="list-style-type: none"> • Explore meanings of words confidently using a dictionary • Discuss how the authors choice of language impacts the reader • Evaluate the authors choice of language • Investigate alternative word choices that could be made • Begin to look at the use of figurative language • Use a thesaurus to find synonyms for a wider variety of words • Re-write passages using alternative word choices • Read around the word and explore its meaning in the broader context of a section or paragraph 	<ul style="list-style-type: none"> • Evaluate how the authors choice of language impacts on the reader • Find examples of figurative language and how this impacts the reader and contributes to mood or meaning • Explore the meaning of words in a context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph 	

Inference	EYFS	Y1		Y2	
	<ul style="list-style-type: none"> Understand 'why' questions 	<ul style="list-style-type: none"> Make inferences about characters feelings using evidence Infer basic points with direct reference to the pictures and words in a text Discuss the significance of the title and events Demonstrate simple inference from the text based on what is said and done 		<ul style="list-style-type: none"> Make inferences about characters feelings using what they say or do Infer basic points and begin, with support, to pick up on subtler references Answer and ask questions and modify answers as a story progresses Use pictures or words to make inferences 	
	Y3	Y4	Y5		Y6
	<ul style="list-style-type: none"> Infer characters feelings, thoughts and motives from their stated actions Justify inferences by referencing a specific point in the text Ask and answer questions appropriately including some simple inference questions Make inferences about actions or events 	<ul style="list-style-type: none"> Ask and answer questions appropriately including some simple inference questions based on characters feelings, thoughts and motives Infer characters feelings, thoughts and motives from their actions Consolidate the skill of justifying answers using a specific reference point in the text Use more than one piece of evidence to justify answer 	<ul style="list-style-type: none"> Draw inferences such as inferring characters feelings, thoughts and motives from their actions and use evidence to justify these Make inferences about actions, feelings, events or states Use figurative language to infer meaning Give one or two pieces of evidence to support a point made Begin to draw evidence from one than one place in a text 		<ul style="list-style-type: none"> Draw inferences such as inferring characters feelings, thoughts and motives from their actions and use justify these with evidence Discuss how characters change and develop through texts by drawing inferences based on indirect clues Make inferences about events feelings and states, backing these up with evidence Infer characters thought, feelings and motives and give more than one piece of evidence to support each point, drawing evidence from across the whole text

Prediction	EYFS	Y1		Y2		
	<ul style="list-style-type: none"> • Anticipate key events in a story 	<ul style="list-style-type: none"> • Predict what might happen based on what has been read so far • Make simple predictions based on the story and own life experiences • Begin to explain predictions verbally or through pictures 		<ul style="list-style-type: none"> • Predict what might happen on the basis of what has been read in the terms of plot, characters and language so far • Make predictions using their own knowledge as well as what has happened so far to logical predictions and give explanations of them 		
	Y3	Y4		Y5		Y6
	<ul style="list-style-type: none"> • Justify predictions by using evidence from the text • Use relevant prior knowledge to make predictions and justify them • Use details from the text to form further predictions • Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> • Justify predictions using evidence from the text • Use relevant prior knowledge and details from the text to form predictions and justify them. • Monitor predictions and compare them with a text as they read on 		<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Support predictions with relevant evidence from the text • Confirm and modify predictions when reading further in the text 		<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Support predictions with relevant evidence from the text • Confirm and modify predictions in light of new information

Explaining	EYFS	Y1		Y2	
	<ul style="list-style-type: none"> • Connect one idea or action to another using a range of connectives • Offer explanations of why things might happen • Engage in conversations about stories • 	<ul style="list-style-type: none"> • Give an opinion on a text including likes and dislikes • Link what is read or heard to own experiences • Clearly explain an understanding of what has been read • Express views about events or characters 		<ul style="list-style-type: none"> • Explain and discuss an understanding of books, poems and other materials that have been listened to and been and read • Express own views about a book or poem • Discuss some similarities between books • Listen to the opinion of others 	
	Y3	Y4	Y5		Y6
	<ul style="list-style-type: none"> • Discuss the features of a wide range of fiction, poetry, plays, non-fictions and reference books • Identify how language, structure and presentation contribute to the meaning of both fiction and non-fiction texts • Recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • Discuss words and phrases that capture the readers interest and imagination • Identify how language, structure and presentation contribute to meaning • Recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • Provide increasingly reasoned justification for views • Recommend books for peers in detail • Give reasons for authorial choices • Begin to challenge points of view • Begin to distinguish between fact and opinion • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language including figurative language and consider the impact on the reader • Explain and discuss understanding of a text including through formal presentations and debates 		<ul style="list-style-type: none"> • Provide increasingly reasoned justification for views • Recommend books for peers in detail • Give reasons for authorial choices • Begin to challenge points of view • Begin to distinguish between fact and opinion and bias explaining how this is known • Identify how language, structure and presentation contribute to meaning • Discuss and evaluate how authors use language including figurative language and consider the impact on the reader • Explain and discuss understanding of a text including through formal presentations and debates

Retrieval	EYFS	Y1		Y2	
	<ul style="list-style-type: none"> Retrieve simple information and answer simple questions about a text -play. 	<ul style="list-style-type: none"> Answer a question about what has just happened in the story Develop a knowledge of retrieval through pictures Recognise characters, events, titles and information Recognise the difference between fiction and non-fiction Retrieve information by finding a key words Contribute ideas and thoughts in discussions 		<ul style="list-style-type: none"> Independently read and answer questions about what has just been read Ask and answer retrieval questions Draw on previously taught knowledge Remember significant event and key information about a text that has been read Monitor own reading, checking words that have been decoded to ensure they fit within the text read. 	
	Y3	Y4	Y5		Y6
	<ul style="list-style-type: none"> Use a contents page and subheadings to locate information Learn the skill of skim and scan to retrieve details Begin to use quotations from the text Retrieve and record information from a fiction text Retrieve information from a non-fiction text 	<ul style="list-style-type: none"> Confidently skim and scan texts to record details Use relevant quotes to support answers to questions Retrieve and record information from a fiction or non-fiction text 	<ul style="list-style-type: none"> Confidently skim and scan and use the skill of reading before and after to retrieve information Use evidence from across larger sections of texts Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts Retrieve, record and present information from non-fiction texts Ask own questions and follow a line of questioning 		<ul style="list-style-type: none"> Confidently skim and scan and use the skill of reading before and after to retrieve information using evidence from across the whole text Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts Retrieve, record and present information from a wide range of non-fiction texts Ask own questions and follow a line of questioning

Summarising and sequencing	EYFS	Y1		Y2		
	<ul style="list-style-type: none"> • Retell stories once familiarity has been developed • Describe events in some detail 	<ul style="list-style-type: none"> • Retell familiar stories orally • Sequence events of a familiar story • Begin to discuss how events are linked 	<ul style="list-style-type: none"> • Discuss the sequence of events on books and how information is related • Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • Order events from the text • Begin to discuss how events are linked focusing on the main content of the story 			
	Y3	Y4	Y5		Y6	
	<ul style="list-style-type: none"> • Identify main ideas drawn from a key paragraph or phrase and summarise these • Begin to distinguish between the important and less important information in a text • Give a brief verbal summary of a story • Teachers begin to model how to record summary writing • Identify themes from a wide range of books • Make simple notes from one source of writing 	<ul style="list-style-type: none"> • Use skills developed in year 3 to write a brief summary of main points, identifying and using important information • Identify main ideas drawn from more than one paragraph • Identify themes from a wide range of books • Summarise whole paragraphs, chapters or texts • Highlight key information and record it 	<ul style="list-style-type: none"> • Summarise the main ideas drawn from more than one paragraph, page, chapter or entire text and identify key ideas to support main ideas • Make connection between information across the text and include this in an answer • Discuss the themes or conventions from a chapter or text • Identify themes across a wide range of writing 		<ul style="list-style-type: none"> • Summarise information from across a text and link information by analysing and evaluating ideas between sections of a text • Summarise the main ideas drawn from more than one paragraph, page, chapter or entire text and identify key ideas to support main ideas • Make comparisons between different books • Summarise entire texts in addition to chapters and paragraphs using a limited amount of words or paragraphs 	