

Reading Progression: EYFS to KS2

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Year 7
Decoding							
<p>Link sounds to letters, naming and sounding the letters of the alphabet</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately, also reading some common irregular words.</p> <p>begins to read words and simple sentences</p>	<p>Apply phonic knowledge to decode words</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPC</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs</p> <p>Read contractions and understanding use of apostrophe</p> <p>Read aloud phonically-decodable texts</p>	<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondences</p> <p>Read most words quickly & accurately without overt sounding and blending</p>	<p>Apply their growing knowledge of root words, prefixes 'un', 'mis', 're', 'sub', 'super', 'auto', 'tele' and 'dis', both to read aloud and to understand the meaning of new words they meet</p> <p>Read 50% of Y3/4 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, suffixes 'il', 'im', 'in', 'ir', 'ous' and prefixes 'anti' and 'inter' both to read aloud and to understand the meaning of new words they meet</p> <p>Read all further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes 'able' and 'ible' (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>Read 50% of Y5/6 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes 'ably', 'ibly' (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>Read all Y5/6 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>choosing and reading books independently for challenge, interest and enjoyment</p>
Range							
<p>Enjoy an increasing range of books</p>	<p>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Being encouraged to link what they read or hear read to their own experiences</p>	<p>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</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Making comparisons within and across books</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Making comparisons within and across books</p>	<p>reading a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors. The range will include high-quality works from: English literature, both pre-1914 and contemporary, including prose, poetry and drama Shakespeare (two plays) seminal world literature</p>

							studying a range of authors, including at least two authors in depth each year.
Familiarity with text							
Use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Recognising and joining in with predictable phrases	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	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally as part of a group. Identifying themes in a wide range of books	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally as individuals. Identifying common themes and making comparisons between a wide range of books	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 any conventions in and across a wide range of writing	Demonstrating 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 and directly referencing text when discussing these elements	re-reading books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
Poetry							
	Learning to appreciate rhymes and poems, and to recite some by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Preparing poems and play scripts to read aloud and to perform, showing understanding through volume and action.	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation and tone. Recognising some different forms of poetry	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 within a group	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 as individuals	understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play recognising a range of poetic conventions and understanding how these have been used
Word Meaning							
Discuss word meanings	Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read and showing their understanding by using these words in context	Using dictionaries and thesaurus to extend their use of vocabulary when writing about texts	Using dictionaries and thesaurus to extend their use of vocabulary when writing about texts ensuring words are used in context appropriately	Learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries
Understanding							
Demonstrate understanding when	Drawing on what they already know or on	Discussing the sequence of events in books and how	Checking that the text makes sense to them,	Checking that the text makes sense to them,	Asking questions to improve their	Checking that the book makes sense to them,	checking their understanding to make

<p>talking with others about what they have read.</p> <p>Read and understand simple sentences</p>	<p>background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>items of information are related</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>discussing their understanding</p> <p>Asking questions to improve their understanding of a text</p>	<p>discussing their understanding and explaining the meaning of words in context</p> <p>Identifying main ideas drawn from more than one paragraph</p>	<p>understanding across a range of texts</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>discussing their understanding and exploring the meaning of words in context and using the same vocabulary in a new context when writing</p> <p>Asking questions to improve their understanding across a wide range of texts</p> <p>Summarising the main ideas drawn from multiple paragraphs, identifying key details to support the main ideas</p>	<p>sure that what they have read makes sense</p> <p>knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</p>
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Inference

<p>Draw information from illustrations and photographs</p>	<p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of what is being said and done</p>	<p>Making inferences on the basis of what is being said and done</p> <p>Answering and asking questions</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Drawing inferences such as inferring characters' feelings and thoughts from their actions, and justifying inferences verbally making reference to the text.</p>	<p>Drawing inferences such as inferring characters' motives from their actions, and justifying inferences with evidence</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>making inferences and referring to evidence in the text</p>
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Prediction

<p>Begin to join in with repeated phrases</p>	<p>Predicting how a story might end.</p>	<p>Predicting what might happen on the basis of what has been read so far</p>	<p>Predicting what might happen from details stated</p>	<p>Predicting what might happen from details implied</p>	<p>Predicting what might happen from details implied referencing the text</p>	<p>Predicting what might happen from details stated and implied directly referencing the text</p>	
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Author Intent

<p>Identify a story</p>	<p>Distinguish between fact and fiction.</p>	<p>Distinguish between fact and fiction using the terms fiction and non-fiction appropriately</p>	<p>Identifying how language and presentation contribute to meaning</p>	<p>Discussing words and phrases that capture the reader's interest and imagination</p>	<p>Discuss how authors use language, including figurative language, considering the impact on the reader</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</p>
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Non-Fiction

<p>Distinguish between story and fact</p> <p>Knows that information can be retrieved from books and computers</p>	<p>Sharing non-fiction books and noting the contents page</p>	<p>Being introduced to non-fiction books that are structured in different ways</p>	<p>Retrieve information from non-fiction</p>	<p>Retrieve and record information from non-fiction</p>	<p>Begin to distinguish between statements of fact and opinion</p> <p>Retrieve and record information from non-</p>	<p>Distinguish between statements of fact and opinion</p>	
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					fiction in a variety of ways	Retrieve, record and present information from non-fiction	
Discussing							
Participate in discussion about what is read to them	Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them	Participate 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	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 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves with some references to the 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 Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves with direct reference to the text.	Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others' ideas and challenging views courteously	Explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views	<ul style="list-style-type: none"> discussing reading, writing and spoken language with precise and confident use of linguistic and literary terminology.
Adaptations for Reading	<ul style="list-style-type: none"> Identify and pre-teach tricky or new words Use drama and role-play activities to enable learners to explore the meaning of text through first-hand experience thereby deepening their understanding. Use props or guides to support learners to focus on following the print in the text in front of them use story sacks or props representing characters or objects in the story to support with maintaining attention, as well as deepening understanding Talk about the book before reading; make predictions and ignite prior knowledge by talking about what they may already know Give learners the opportunity to listen to a story without the printed text can support their engagement by freeing up their working memory. Within the classroom, there should be a range of texts which meet the needs of all learners. These should also be well organised to support learners with browsing and making choices. Give children the opportunity to re-read familiar texts to support in building sight vocabulary, developing reading fluency, and deepening understanding. 						