**English Progression Document**



# Reading Progression

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| Knowledge and Skills to be acquired |
| Year Group | Word Reading | Comprehension |
| EYFS | * Say a sound for each letter in the alphabet and at least 10 digraphs.
* Read words consistent with their phonic knowledge by sound-blending.
* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
 | * Understand simple sentences they read.
* Demonstrate understanding when talking to others about what they have read.
* Anticipate – where appropriate – key events in stories.
* Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
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| EYFS FFT |  |
| Year 1 | * Able to match all 40+ graphemes to their phonemes.
* Blend sounds of unfamiliar words.
* Divide words into syllables.
* Read compound words.
* Read words with contractions and understand the apostrophe represents the missing letter.
* Read phonetically decodable words.
* Read words that end with ‘s, -ing, ed, -est.
* Read words that start with un-.
* Add –ing, -ed, and –er, to verbs.
* Read words of more than onw syllable that contain taught grapheme, phoneme correspondents.
 | * Say what they like and don’t like about a book.
* Link what has been read or heard to their own experiences.
* Retell key stories orally using narrative language.
* Talk about the main characters in a story.
* Learn poems and rhymes by heart.
* Use what is already known to understand texts.
* Check reading makes sense and correct it when it doesn’t.
* Begin to draw inferences from the text.
* Make predictions about the events.
* Explain what they think a text is about.
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| Year 2 | * Can decode automatically and fluently.
* Is able to blend sounds in words that contain the graphemes learnt. Recognise and read alternative sounds for graphemes.
* Read accurately words of two or more syllables that contain the same GPCs.
* Read words with common suffixes. Read common exception words.
* Read and comment on unusual correspondence between graphemes and phonemes.
* Read most words quickly and accurately when they are known words without sounding out and blending.
* Read most suitable books accurately, showing fluency and confidence.
 | * Talk about and give an opinion on a range of texts.
* Discuss the sequence of events in books and how they relate to each other.
* Use prior knowledge, including context and vocabulary, to understand texts.
* Retell stories, including fairy stories and traditional tales.
* Read for meaning and check that the text makes sense, go back and re-read when it does not makes sense.
* Find recurring language in stories and poems. Talk about favourite words and phrases in stories and poems.
* Recite some poems by heart, with appropriate intonation.
* Ask and answer questions.
* Make predictions based on what they have read.
* Draw (simple) inferences from illustrations, events, characters’ actions and speech.
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| Year 3 | * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
* Read further exception words, noting the unusual correspondences between spelling and sound.
* Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
 | * Read and discuss range of fiction, poetry, plays, and nonfiction texts.
* Read aloud and independently, taking turns and listening to others.
* Explain how non-fiction books are structured in different ways and use them effectively.
* Explain some of the different types of fiction books.
* Ask relevant questions to get a better understanding of a text.
* Predict what might happen based on details known and read.
* Draw inferences such as inferring a characters’ feelings, thoughts and motives from their actions.
* Use a dictionary to check the meaning of unfamiliar words.
* Identify the main point of a text.
* Explain how structure and presentation contribute to the meaning of texts.
* Use non-fiction texts to retrieve information.
* Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
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| Year 4 | * Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.
* Read further exception words, noting the unusual correspondences between spelling and sound.
* Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.
 | * Know which books to select for specific purposes, especially in relation to science, geography and history learning.
* Use a dictionary to check the meaning of unfamiliar words.
* Discuss and record words and phrases that writers use to engage and impact on the reader.
* Identify some of the literary conventions in different texts.
* Identify the (simple) themes in texts.
* Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.
* Explain the meaning of words in context.
* Ask relevant questions to improve my understanding of a text.
* Infer meanings and begin to justify them with evidence from the text.
* Predict what might happen from details stated and from the information deduced.
* Identify where a writer has used precise word choices for effect to impact on the reader.
* Identify some text type organisational features, for example, narrative, explanation and persuasion.
* Retrieve and record information from non-fiction texts.
* Build on others’ ideas and opinions about a text in discussion.
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| Year 5 | * Pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.
* They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity.
* Prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words.
* Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to support reading aloud and to understand the meaning of new words that they meet.
 | * Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
* Increase 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.
* Prepare 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.
* Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
* Ask questions to improve their understanding.
* Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.
* Predict what might happen from details stated and implied.
* Summarise the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas.
* Identify how language, structure and presentation contribute to meaning.
* Distinguish between statements of fact and opinion.
* Retrieve, record and present information from non-fiction.
* Provide reasoned justifications for their views.
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| Year 6 | * Pupils’ reading should be sufficiently fluent and effortless for them to manage the general demands of the curriculum.
* Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) to support reading aloud and to understand the meaning of new words that they meet.
 | * Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
* Identify and discussing themes and conventions in and across a wide range of writing.
* Read books that are structured in different ways and reading for a range of purposes.
* Identify and discuss themes and conventions in and across a wide range of writing.
* Learn a wider range of poetry by heart.
* Ask questions to improve their understanding.
* Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
* 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.
* 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.
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