**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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |
| 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. |