

English Progression Document



Reading Progression

Knowledge and Skills to be acquired		
Year Group	Word Reading	Comprehension
EYFS	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
Year 1	<ul style="list-style-type: none"> • 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 one syllable that contain taught grapheme, phoneme correspondents. 	<ul style="list-style-type: none"> • 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.

<p>Year 2</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
---------------	--	--

<p>Year 3</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
---------------	---	--

<p>Year 4</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
---------------	---	--

<p>Year 5</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
---------------	--	--

<p>Year 6</p>	<ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • 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.
---------------	---	---