


Reading Progression Document

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>Develop phonological awareness, so that they can: Spot and suggest rhymes count or clap syllables in words Recognise words with the same initial sound.</p> <p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some CEW's.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing,-ed and -est endings.</p> <p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -fion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common Exception Words	<p>Read common exception words in line with ULS progression.</p> <p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To begin to read Y3/Y4 exception words.*</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>

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<p>Fluency</p>	<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • the names of different parts of a book • print can have different purposes • page sequencing • we read English text from left to right and from top to bottom <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p> <p>Children will be supported and encouraged to practice until they can read fluently.</p>			
<p>Poetry and Performance</p>	<p>To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.</p>	<p>Learn to appreciate rhymes and poems, and to recite some simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

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<p>Vocabulary</p> 	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p> <p>Use recently introduced vocabulary throughout the day.</p>	<p>Discuss word meanings, linking new meanings to those already known</p> <p>Draw upon knowledge of vocabulary in order to understand the text join in with predictable phrases</p> <p>Use vocabulary given by the teacher</p> <p>Discuss his/her favourite words and phrases</p>	<p>Discuss and clarify the meanings of words; link new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p> <p>Recognise some recurring language in stories and poems</p>	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Discuss words that capture the readers interest or imagination</p> <p>Identify how language choices help build meaning</p> <p>Find the meaning of new words using substitution within a sentence</p>	<p>Use a dictionary to check the meaning of words that they have read</p> <p>Use a thesaurus to find synonyms</p> <p>Discuss why words have been chosen and the effect these have on the reader</p> <p>Explain how words can capture the interest of the reader</p> <p>Discuss new and unusual vocabulary and clarify the meaning of these</p> <p>Find the meaning of new words using the context of the sentence</p>	<p>Explore the meaning of words in context, confidently using a dictionary</p> <p>Discuss how the author's choice of language impacts the reader</p> <p>Evaluate the authors use of language</p> <p>Investigate alternative word choices that could be made</p> <p>Begin to look at the use of figurative language</p> <p>Use a thesaurus to find synonyms for a larger variety of words</p> <p>Re-write passages using alternative word choices</p> <p>Read around the word' and explore the meaning in the broader context of a section or paragraph</p>	<p>Evaluate how the authors' use of language impacts upon the reader</p> <p>Find examples of figurative language and how this impacts the reader and contributes to meaning or mood</p> <p>Discuss how presentation and structure contribute to meaning</p> <p>Explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.</p>
<p>Inference</p> 	<p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events</p>	<p>Make basic inferences about characters' feelings by using what they say as evidence</p> <p>Infer basic points with direct reference to the pictures and words in the text Discuss the significance of the title and events</p> <p>Demonstrate simple inference from the text based on what is said and done</p>	<p>Make inferences about characters' feelings using what they say and do</p> <p>Infer basic points and begin, with support, to pick up on subtler references</p> <p>Answer and ask questions and modify answers as the story progresses</p> <p>Use pictures or words to make inferences</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions</p> <p>Justify inferences by referencing a specific point in the text</p> <p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives</p> <p>Make inferences about actions or events</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions)</p> <p>Infer characters' feelings, thoughts and motives from their stated actions</p> <p>Consolidate the skill of justifying them using a specific reference point in the text</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Make inferences about actions, feelings, events or states</p> <p>Use figurative language to infer meaning Give one or two pieces of evidence to</p>	<p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues</p> <p>Make inferences about events, feelings, states backing these up with evidence</p>

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					Use more than one piece of evidence to justify their answer	support the point they are making Begin to draw evidence from more than one place across a text	Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text
Prediction 	<p>To talk about and respond to stories, rhymes and poetry;</p> <p>Anticipate – where appropriate – key events in stories</p>	<p>Predict what might happen on the basis of what has been read so far in terms of story, character and plot</p> <p>Make simple predictions based on the story and on their own life experience.</p> <p>Begin to explain these ideas verbally or through pictures</p>	<p>Predict what might happen on the basis of what has been read in terms of plot, character and language so far</p> <p>Make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them</p>	<p>Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge to make predictions and justify them.</p> <p>Use details from the text to form further predictions</p>	<p>Justify predictions using evidence from the text</p> <p>Use relevant prior knowledge as well as details from the text to form predictions and to justify them</p> <p>Monitor these predictions and compare them with the text as they read on</p>	<p>Predict what might happen from details stated and implied</p> <p>Support predictions with relevant evidence from the text</p> <p>Confirm and modify predictions as they read on</p>	<p>Predict what might happen from details stated and implied</p> <p>Support predictions by using relevant evidence from the text</p> <p>Confirm and modify predictions in light of new information</p>
Explaining 	<p>Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events.</p>	<p>Give own opinion including likes and dislikes (not NC objective)</p> <p>Link what they read or hear to their own experiences</p> <p>Explain clearly own understanding of what has been read to them</p> <p>Express views about events or characters</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p> <p>Express own views about a book or poem</p> <p>Discuss some similarities between books</p> <p>Listen to the opinion of others</p>	<p>Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books</p> <p>Identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts</p> <p>Recognise authorial choices and the purpose of these</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Identify how language, structure, and presentation contribute to meaning</p> <p>Recognise authorial choices and the purpose of these</p>	<p>Provide increasingly reasoned justification for own views</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Begin to distinguish between fact and opinion</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Provide increasingly reasoned justification for own views</p> <p>Recommend books for peers in detail</p> <p>Give reasons for authorial choices</p> <p>Begin to challenge points of view</p> <p>Begin to distinguish between fact and opinion explaining how they know this</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language,</p>

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						Explain and discuss own understanding of what they have read, including through formal presentations and debates	considering the impact on the reader Explain and discuss own understanding of what they have read, including through formal presentations and debates
Retrieval 	Demonstrate understanding of what has been read to them	<p>Answer a question about what has just happened in a story</p> <p>Develop own knowledge of retrieval through images</p> <p>Recognize characters, events, titles and information</p> <p>Recognize differences between fiction and non-fiction texts</p> <p>Retrieve information by finding a few key words Contribute ideas and thoughts in discussion</p>	<p>Independently read and answer simple questions about what has just been read</p> <p>Ask and answer retrieval questions</p> <p>Daw on previously taught knowledge</p> <p>Remember significant event and key information about the text that they have read</p> <p>Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already rea</p>	<p>Use contents page and subheadings to locate information</p> <p>Learn the skill of 'skim and scan' to retrieve details</p> <p>Begin to use quotations from the text</p> <p>Retrieve and record information from a fiction text</p> <p>Retrieve information from a non-fiction text</p>	<p>confidently skim and scan texts to record details</p> <p>Use relevant quotes to support own answers to questions</p> <p>Retrieve and record information from a fiction or nonfiction text</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information</p> <p>Use evidence from across larger sections of text</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</p> <p>Retrieve, record and present information from non-fiction texts</p> <p>Ask own questions and follow a line of enquiry</p>	<p>Confidently skim and scan, and also use the skill of reading before and after to retrieve information *use evidence from across whole chapters or texts</p> <p>Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts</p> <p>Retrieve, record and present information from a wide variety of non-fiction texts</p> <p>Ask own questions and follow a line of enquiry</p>
Sequencing and summarising  	<p>Retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>To talk about and respond to stories, rhymes and poetry; recalling, and anticipating key events some as exact repetition and some in their own words.</p>	<p>Retell familiar stories orally</p> <p>Sequence the events of a story they are familiar with</p> <p>Begin to discuss how events are linked</p>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Retell using a wider variety of story language</p> <p>Order events from the text</p> <p>Begin to discuss how events are linked focusing on the main content of the story</p>	<p>Identify main ideas drawn from a key paragraph or page and summarise these</p> <p>Begin to distinguish between the important and less important information in a text</p> <p>Give a brief verbal summary of a story teachers begin to model how to record summary writing</p> <p>Identify themes from a wide range of books</p>	<p>Use skills developed in year three in order to write a brief summary of main points, identifying and using important information</p> <p>Identify main ideas drawn from more than one paragraph</p> <p>Identify themes from a wide range of books summarise whole paragraphs, chapters or texts</p> <p>Highlight key information and record it in bullet</p>	<p>Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas</p> <p>Make connections between information across the text and include this in an answer</p> <p>Discuss the themes or conventions from a chapter or text</p>	<p>Summarise information from across a text and link information by analysing and evaluating ideas between sections of the text</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p> <p>Make comparisons across different books</p> <p>Summarise entire texts, in addition to chapters</p>

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				Make simple notes from one source of writing	points, diagrams, maps etc	Identify themes across a wide range of writing	or paragraphs, using a limited amount of words or paragraphs
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