

READING PROGRESSION DOCUMENT

Aspect	YR	Y1	Y2	Y3	Y4	Y5	Y6	
Word Reading	– phonic knowledge	Blend sounds to read words.	Apply phonic knowledge and skills to decode words.	Continue to apply phonic knowledge and skills to decode words (until decoding is automatic and reading is fluent).				
	– grapheme-phoneme correspondence	Recognise and say sounds represented by graphemes.	Respond speedily with the correct sound to graphemes for all 40 or more phonemes, including alternative sounds for graphemes where applicable.					
	– blending	Use phonic knowledge to decode monosyllabic real and nonsense words.	Read accurately by blending sounds in unfamiliar words containing taught GPCs.	Read accurately by blending the sounds in words that contain taught graphemes, recognising alternative sounds for graphemes.				
	– common exception words	Read some common exception words.	Read common exception and high-frequency words, noticing some unusual correspondences between spelling and sound, and where these occur in the word.	Read further common exception words, pointing out unusual correspondences between spelling and sound and where these occur in the word.	Notice words with unusual correspondences between spelling and sound when reading newly encountered vocabulary.	Identify and read further words with unusual correspondences between spelling and sound, drawing on their knowledge of familiar vocabulary.		
	– prefixes, suffixes, morphology and etymology	Use phonic knowledge to blend sounds into words.	Read words containing taught GPCs and word endings.	Read words containing common suffixes.	Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to facilitate reading aloud.	Apply their growing knowledge of age-appropriate root words, prefixes and suffixes to read aloud and understand the meaning of new words.	Apply and explain their knowledge of age-appropriate root words, prefixes and suffixes (etymology and morphology) to read aloud and understand the meaning of new words.	Analyse the etymology and morphology of words to read aloud and understand the meaning of new words.
	– words containing GPCs	Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.	Read words of one or more syllables that contain taught GPCs.	Accurately read words of two or more syllables that contain known graphemes.				
	– contractions		Read words with contractions. Covered					



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	– reading aloud	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.	Read books aloud that are consistent with their phonic knowledge and do not require them to use other word-reading strategies.	Read books aloud that are consistent with their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.			
	– fluency	Reread books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	Reread books to improve their fluency and word reading.	Read most common words quickly and accurately, continuing to reread books to build their fluency and confidence.			
VIPERS	– vocabulary	Show an understanding of the meanings of new words by using them in discussion and role play situations.	Discuss the meanings of new words in their reading, drawing on known meanings.	Discuss and check the meanings of words, linking them to known and given vocabulary.	Explain the meaning of words based on the context, using a dictionary where appropriate.	Confidently explain the meaning of individual words, using a dictionary to check unfamiliar words and selecting the most appropriate meaning for the context.	Explore the meaning of words, including figurative language. Analyse the meaning of words, including figurative language, and consider the impact of language on the reader.
	– inference	Talk about the pictures in story books and use them to discuss how characters might be feeling.	Make simple inferences from what is being said and done in a text.	Make inferences from what is being said and done.	Draw inferences supported with some evidence from the text.	Draw inferences supported with evidence from the text.	Make inferences supported with specific evidence and distinguish between statements of fact and opinion. Make inferences, including distinctions between fact and opinion, and justify them with detailed, targeted evidence and extended written responses.
	– predicting	Suggest what might happen at different points in a story.	Predict what might happen from what has been read so far.	Make plausible predictions about what might happen from what has been read so far.	Make increasingly plausible predictions based on details stated in the text and their wider knowledge.	Predict what might happen from details stated in the text, giving some examples.	Give evidence from more challenging texts to support their predictions, relying mainly on stated details. Predict what might happen from details stated and implied.
	– questioning and explaining	Describe the characters, events and settings in stories that have been read to them using recently introduced vocabulary.	Give a simple explanation about the information, characters and events in books or texts that have been read to them.	Answer and ask simple questions about age-appropriate texts that they listen to and those that they read for themselves, explaining what they have learned.	Ask simple questions to improve their understanding of a text.	Ask a range of questions to improve their understanding of an age-appropriate text, often trying to find more information to solve a problem for themselves.	Ask a range of questions to improve their understanding of what they have read, appropriate to the task, and give clear explanations and reasons for their views. Ask targeted, well-worded questions to improve their understanding of a text, giving focused explanations, presentations and detailed reasons for their views.

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	– retrieval	Talk about the characters, events and settings in stories they have listened to, using props and materials for role play.	Identify and understand what is happening within a short piece of text.	Identify the main facts or events in simple texts.	Identify key details in a text in response to a retrieval question or research task.	Retrieve and record information from age-appropriate fiction and non-fiction texts, deciding on an appropriate level of detail for their purpose.	Retrieve, record and present a range of information from fiction and non-fiction texts.	Retrieve, record and present a range of relevant information from fiction and non-fiction texts, focusing on the evidence from the text.
	– sequencing and summarising	Talk about stories and make connections with events in their own lives or other familiar stories.	Link what they read or hear to their own experiences and understanding of a topic or events.	Identify the sequence of events in a simple text, saying what happens next and why it happens.	Identify the main point of each paragraph in a short text.	Identify and summarise the main ideas drawn from more than one paragraph in longer texts.	Summarise the main ideas drawn from more than one paragraph, beginning to identify details that support the main idea.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main idea or ideas.
Reading Skills	– pleasure and motivation to read	Listen to and talk about selected non-fiction books to develop a deep familiarity with new knowledge and vocabulary.	Listen to, enjoy and talk about poems, stories and non-fiction texts.	Listen to, discuss and give views about a range of poems, stories and non-fiction texts with increasing motivation.	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction and reference books, making enthusiastic and positive contributions in turn that show their understanding.	Listen to, read independently and discuss a range of fiction, poetry, plays, non-fiction, reference books and textbooks, making increasingly effective contributions in turn that show their understanding.	Read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm and understanding, in a range of contexts.	Read, discuss and understand an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks with enthusiasm, building on their own and others' ideas and challenging views constructively.
	– retelling and performing	Retell stories and narratives through role play and small world play, using some key vocabulary.	Learn and recite some rhymes and poems by heart, retelling fairy stories, traditional tales and other stories.	Retell a range of stories, tales and fairy stories, and recite poems by heart with appropriate intonation to make the meaning clear.	Retell and perform a wide range of texts, including poetry and play scripts, showing understanding using a range of strategies.	Become familiar with a widening range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling or performing these orally with appropriate tone, volume and action.	Prepare and perform a wide range of texts (fairy stories, myths and legends, fantasy, poems, plays, historical narratives), retelling these orally with appropriate tone, volume and action so the meaning is clear.	Prepare poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so the meaning is clear to an audience.
	– genre and conventions	Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.	Recognise and say aloud predictable phrases from familiar genres of writing.	Recognise simple recurring literary language and conventions in taught fiction genres, non-fiction genres and poems.	Identify some themes and conventions in a range of books, texts and poetry.	Identify the main themes and conventions in a range of text types.	Discuss and compare the themes and conventions used in an increasing range of age-appropriate text types.	Analyse and compare the themes and conventions within and across a wide range of writing.

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- understanding	Talk about stories that have been read to them and retell them through role play and small world play.	Check that a simple text makes sense to them as they read and correct inaccurate reading with prompts, drawing on what they already know.	Check that age-appropriate texts make sense to them as they read and confidently correct inaccurate reading, drawing on taught background information and vocabulary.	Check that longer texts make sense to them and talk about what they have read independently, and important or new vocabulary.	Check that texts make sense to them, confidently explaining their understanding and word meanings.	Check that longer, more complicated texts make sense to them, clearly explaining their understanding and word meanings.	Check that longer, more complicated texts make sense to them, presenting their understanding in different ways.
- writer's craft	Be aware of how the title and blurb give information about a book.	Discuss the importance of the title, information and events in a short text.	Discuss their favourite words and phrases in a text, giving simple reasons for their choices.	Make simple comments about the language, structure and presentation of a text, including words and phrases that capture the reader's interest.	Identify how language, structure and presentation contribute to meaning in a text, including imaginative or precise words and phrases.	Discuss the writer's use of language, structure and presentation in a range of texts, and how these contribute to meaning and effect.	Evaluate how language, structure and presentation contribute to meaning and effect across a wide range of challenging texts, considering why writers have made particular choices.
- structure and purpose			Notice that non-fiction books are structured in different ways.	Read books for a range of purposes that are structured in different ways and describe their structure.	Read books that are structured in different ways and read for a range of purposes, identifying the purpose of the book and how it is structured.	Read books that are structured in different ways and read for an increasing range of purposes.	Read longer and more challenging books that are structured in different ways and read for an increasing range of purposes.
- reading widely						Become familiar with a wide range of books, including those from other cultures and traditions.	Compare a wide range of books and identify fiction from our literary heritage.
- recommending						Recommend books that they have read to their peers, giving reasons for their choices.	Recommend books that they have read for a range of purposes to their peers, giving persuasive and detailed