



Reading Progression Document



	Reception	Year One	Year Two	End of Key Stage Expectations
Reading	<p>Within the Reception year:</p> <ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter sounds. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to 'Supersonic Phonic Friends'. • Read simple phrases and sentences made up of words with known letter sound correspondences and where necessary a few exception words. • Re-read books to build confidence in word reading, fluency and their understanding and enjoyment. <p>Early Learning Goals</p> <ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs. 	<ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the words. • Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. 	<p>Age Related Expectation:</p> <ul style="list-style-type: none"> • read accurately most words of two or more syllables. • read most words containing common suffixes* • read most common exception words.* <p>In age-appropriate books, the children can:</p> <ul style="list-style-type: none"> • read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. • sound out most unfamiliar words accurately, without undue hesitation.



Reading Progression Document



	<ul style="list-style-type: none"> • 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"> • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. • Re-read these books to build up their fluency and confidence in word reading. • Meet the required standard for the Year One Phonic Screening (June) 	<ul style="list-style-type: none"> • Re-read these books to build up their fluency and confidence in word reading. 	<p>In a book that they can already read fluently, the pupil can:</p> <ul style="list-style-type: none"> • check it makes sense to them, correcting any inaccurate reading. • answer questions and make some inferences. • explain what has happened so far in what they have read.
<p>Comprehension</p>	<p>Within the Reception year:</p> <ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • With encouragement, link what they read or hear read to their own experiences. • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognise and join in with predictable phrases. • Appreciate rhymes and poems, and recite some by heart 	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • Discuss the sequence of events in books and how items of information are related. • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • Be introduced to non-fiction books that are structured in different ways. • Recognise simple recurring literary language in stories and poetry. 	<p>Children working at the greater depth standard can:</p> <p>in a book the children are reading independently:</p> <ul style="list-style-type: none"> • make inferences • make a plausible prediction about what might happen on the basis of what has been read so far • make links between the book they are reading and other books they have read.



Reading Progression Document



	<p>Early Learning Goals:</p> <p>Listening, Attention and Understanding:</p> <ul style="list-style-type: none">• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. <p>Comprehension:</p> <ul style="list-style-type: none">• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• 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.	<ul style="list-style-type: none">• Discuss word meanings, linking new meanings to those already known.• Draw on what they already know or on background information and vocabulary provided by the teacher.• Check that the text makes sense to them as they read and correct inaccurate reading.• Discuss the significance of the title and events.• Make inferences on the basis of what is being said and done.• Predict what might happen on the basis of what has been read so far.• Participate in discussion about what is read to them, taking turns and listening to what others say.• Explain clearly their understanding of what is read to them.	<ul style="list-style-type: none">• Discuss and clarifying the meanings of words, linking new meanings to known vocabulary.• Discuss their favourite words and phrases.• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.• Draw on what they already know or on background information and vocabulary provided by the teacher.• Check that the text makes sense to them as they read and correcting inaccurate reading.• Make inferences on the basis of what is being said and done.• Answer and asking questions• Predict what might happen on the basis of what has been read so far.• Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--



Reading Progression Document

			<ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	
--	--	--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--

	Year Three	Year Four	Year Five	Year Six	End of Key Stage Expectations
Reading	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 		<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet. 		<p style="color: red; text-align: center;">At the end of Key Stage Two the children can:</p> <ul style="list-style-type: none"> • read age-appropriate books with confidence and fluency (including whole novels). • read aloud with a tone of voice that shows understanding. • work out the meaning of words from the context. • explain and discuss my understanding of what they have read, drawing inferences and justifying these with evidence. • predict what might happen from details stated and implied. • retrieve information from non-fiction texts
Comprehension	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Read books that are structured in different ways and reading for a range of purpose. • Use dictionaries to check the meaning of words that they have read • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Identify themes and conventions in a wide range of books. 		<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • Reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Read books that are structured in different ways and reading for a range of purposes. • Use dictionaries to check the meaning of words that they have read. • Increasing their familiarity with a wide range of books, including traditional stories, myths and legends, modern fiction, classics and books from other cultures and traditions. • Recommend books that they have read to their peers, giving reasons for their choices. 		



Reading Progression Document



	<ul style="list-style-type: none">• Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.• Discuss words and phrases that capture the readers interest and imagination.• Recognise some different forms of poetry (e.g. free verse, narrative). <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none">• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.• Ask questions to improve their understanding of a text.• 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.• Identify main ideas drawn from more than one paragraph and summarise these.• Identify how language, structure, and presentation contribute to meaning.	<ul style="list-style-type: none">• Identifying themes and conventions in a wide range of writing.• Make comparisons within and across books.• Learn a wider range of poetry by heart.• 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. <p>Understand what they read by:</p> <ul style="list-style-type: none">• 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 one paragraph, identifying key details that support the main ideas.• Identify how language, structure and presentation contribute to meaning.	<ul style="list-style-type: none">• summarise main ideas, identifying key details and using quotations for illustration.• evaluate how authors use language, including figurative language, considering the impact on the reader.• make comparisons within and across books.
--	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------



Reading Progression Document



	<ul style="list-style-type: none">• Retrieve and record information from non-fiction.• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	<ul style="list-style-type: none">• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.• Distinguish between statements of fact and opinion.• Retrieve, record and present information from non-fiction.• 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.• Provide reasoned justifications for their views.	
--	-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	--