

Reading Progression of knowledge, skills and understanding

Word Reading- Whole School

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Say a sound for each letter in the alphabet and at least 10 digraphs.	Apply phonic knowledge and skills as the route to decode words.	Phonic knowledge and skills is embedded as the route to decode words and reading is fluent as a result.	Read aloud new words he/she meets beginning with dis-.	Read aloud new words he/she meets beginning with re-. read aloud new words he/she meets beginning with sub-.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of at least half the words in the Y5/6 spelling list.	Apply growing knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of the words in the Y5/6 spelling list.
Read words consistent with their phonic knowledge by sound-blending.	Recall quickly the correct sound for graphemes for all 40+ phonemes.	Read accurately by blending the sounds in words for graphemes learnt in Y2.	Read aloud new words he/she meets beginning with mis-.	Read aloud new words he/she meets beginning with inter-.		
Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Recall quickly, where applicable, alternative sounds for graphemes.	Read accurately by recognising alternative sounds for graphemes.	Read aloud new words he/she meets beginning with in-.	Read aloud new words he/she meets beginning with super-.		
	Read accurately by blending sounds in unfamiliar words, containing GPCs that have been taught in Y1.	Read accurately words of two or more syllables, containing GPCs taught in Y2.	Read aloud new words he/she meets beginning with il-.	Read aloud new words he/she meets beginning with anti-.		
	Read common exception words, noting where unusual correspondence between spelling and sound occur in the word.*	Read words containing the suffix –ment.	Read aloud new words he/she meets beginning with im-.	Read aloud new words he/she meets beginning with auto-.		
	Read words containing Y1 GPCs and -s endings.	Read words containing the suffix –ness.	Read aloud new words he/she meets beginning with ir-.	Read aloud new words he/she meets ending in -ation.		

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	Read words containing Y1 GPCs and -es endings.	Read words containing the suffix –ful.	Read aloud new words he/she meets ending in -ly.	Read aloud new words he/she meets ending in -ous.		
	Read words containing Y1 GPCs and -ing endings.	Read words containing the suffix –less.	Understand the meaning of new words he/she meets beginning with dis-.	Understand the meaning of new words he/she meets beginning with re-.		
	Read words containing Y1 GPCs and -ed endings.	Read words containing the suffix –ly.	understand the meaning of new words he/she meets beginning with mis-.	Understand the meaning of new words he/she meets beginning with inter-.		
	Read words containing Y1 GPCs and -er endings.	Read common exception words, noting where unusual correspondence between spelling and sound occur in the word.*	Understand the meaning of new words he/she meets beginning with in-.	Understand the meaning of new words he/she meets beginning with super-.		
	Read words containing Y1 GPCs and -est endings.	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.	Understand the meaning of new words he/she meets beginning with il-.	Understand the meaning of new words he/she meets beginning with anti-.		
	Read other words of more than one syllable that contain Y1 GPCs. Read words with contractions, e.g. I'm, I'll, we'll.	Read aloud books closely matched to his/her improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Understand the meaning of new words he/she meets beginning with im-.	Understand the meaning of new words he/she meets beginning with auto-.		
	Understand that the apostrophe in a word with contraction represents omitted letter(s).	Re-read phonically decodable books to build up fluency and confidence in word reading.	understand the meaning of new words he/she meets beginning with ir-.	Understand the meaning of new words he/she meets ending in -ation.		

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	<p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p>		<p>Understand the meaning of new words he/she meets ending in -ly.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Understand the meaning of new words he/she meets ending in -ous.</p> <p>Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1)</p>		

Comprehension- EYFS and Key Stage 1

EYFS	Year 1	Year 2
Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Listen to and discuss stories at a level beyond that which (s)he can read independently.	Listen to, discuss and express views about stories at a level beyond that which (s)he can read independently.
Anticipate (where appropriate) key events in stories.	Listen to and discuss poems at a level beyond that which (s)he can read independently.	Listen to, discuss and express views about non-fiction at a level beyond that which (s)he can read independently.
Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Listen to and discuss non-fiction at a level beyond that which (s)he can read independently.	Listen to, discuss and express views about contemporary and classic poetry at a level beyond that which (s)he can read independently.
	Link what (s)he reads or hears read to his/her own experiences.	Discuss the sequence of events in books and how items of information are related.
	Become very familiar with key stories, fairy stories and traditional tales, retelling them with consideration for their particular characteristics.	Become increasingly familiar with, and retell, a wider range of stories, fairy stories and traditional tales.
	Recognise and join in with predictable phrases when being read to.	Begin to recognise that non-fiction books can be structured in different ways.
	Enjoy and understand rhymes and poems, and learn to recite some by heart.	Recognise simple recurring literary language in stories and poems.
	Discuss the meaning of words, linking new words and meanings to those already known.	Explain the meaning of known words.
	Understand what (s)he can read fluently and what is read to him/her, by drawing on what (s)he already knows.	Ask about the meaning of unknown words discussing links between new and known vocabulary.
	Understand what they can read fluently and what is read to them by drawing on what (s)he has been told, including new vocabulary.	Discuss favourite words and phrases. Continue to build a repertoire of poems learnt by heart.
	When reading or being read to, check that the text makes sense, correcting inaccurate reading.	Recite some poems learnt by heart with appropriate intonation to make the meaning clear.
	Discuss the significance of a book's title and events.	Understand what (s)he can read fluently and what is read to him/her, by drawing on what (s)he already knows.
	Make inferences based on what is being said and done.	Understand what they can read fluently and what is read to them by drawing on what (s)he has been told, including new vocabulary.

EYFS	Year 1	Year 2
	<p>Predict what might happen based on what has been read so far. Talk about what is read to them, taking turns and listening to what others say.</p>	<p>When reading or being read to, check that the text makes sense, correcting inaccurate reading.</p>
	<p>Explain clearly his/her understanding of what is read to him/her.</p>	<p>Make inferences based on what is being said and done.</p>
		<p>Ask questions about what (s)he reads or has read to him/her.</p>
		<p>Answer questions about what (s)he reads or has read to him/her.</p>
		<p>Predict what might happen based on what has been read so far.</p>
		<p>Participate in discussion, taking turns and listening to what others say, about books, poems and texts that are read to them and those that they read independently.</p>
		<p>Discuss his/her understanding of books, texts and poems, including those (s)he listens to and those (s)he reads for his/herself.</p>
		<p>Explain his/her understanding of books, texts and poems, including those (s)he listens to and those (s)he reads for his/herself.</p>

Comprehension- Key Stage 2

Year 3	Year 4	Year 5	Year 6
Retrieve and record information from non-fiction	Retrieve and record information from non-fiction over a wide range of subjects.	Discuss how authors use language, including figurative language, considering the impact on the reader.	Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details, using quotations, that support the main ideas.
Participate in reasoned discussion, taking turns and listening to what others say, about books that are read to them and those that they read independently.	Participate in reasoned discussion, taking turns and listening to what others say, about books that are read to them and those that they read independently.	Distinguish between statements of fact and opinion.	Understand what he/she reads by identifying how language, structure and presentation contribute to meaning.
Participate in reasoned discussion, taking turns and listening to what others say, about poems that are read to them and those that they read independently.	Participate in reasoned discussion, taking turns and listening to what others say, about poems that are read to them and those that they read independently.	Retrieve, record and present information from non-fiction.	Evaluate how authors use language, including figurative language, considering the impact on the reader.
<p>Develop positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction. listening to and discussing a wide range of poetry. listening to and discussing a wide range of plays. listening to and discussing a wide range of non-fiction. reading books that are structured in different ways. increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends. retelling some fairy stories, myths and legends orally. identifying themes in books. preparing poems and play scripts to read aloud. performing poems and play scripts, showing understanding through intonation, tone, volume and action. 	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> listening to and discussing a wide range of fiction. listening to and discussing a wide range of poetry. listening to and discussing a wide range of plays. listening to and discussing a wide range of non-fiction listening to and discussing a wide range of reference or text books. reading for a range of purposes using dictionaries to check the meaning of words that he/she has read. reading a wide range of books, including fairy stories, myths and legends. retelling some fairy stories, myths and legends orally. discussing words and phrases that capture the reader's interest and imagination. recognising some different forms of poetry e.g. free verse, narrative poetry. 	<p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks increasing their familiarity with a range of myths, legends and traditional stories increasing their familiarity with a range of modern fiction. recommending books that he/she has read to his/her peers, giving reasons for their choices. identifying and discussing themes and conventions in writing. making comparisons within a book. 	<p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations, maintaining a focus on the topic and using notes where necessary.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for his/her views, using evidence from the text.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> reading books that are structured in different ways and reading for a range of purposes. increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions increasing his/her familiarity with a wide range of books, including from our literary heritage.

Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> • discussing words that capture the reader's interest and imagination. • Understand what he/she reads independently by: • checking that the text makes sense to him/her, discussing his/her understanding of words in context. asking questions to improve his/her understanding of a text. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • predicting what might happen from details stated • identifying main ideas drawn from within one paragraph and summarising these. • identifying how language (e.g. exclamation marks, inverted commas for speech) contributes to meaning. identifying how structure (e.g. paragraphs) contribute to meaning. • identifying how presentation (e.g. headings/sub headings) contributes to meaning. 	<ul style="list-style-type: none"> • identifying themes and conventions in a wide range of books • Understand what he/she reads independently by: • checking that the text makes sense to him/her and discussing his/her understanding. • explaining the meaning of words in context. • asking questions to improve his/her understanding of text with increasing complexity. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. • justifying inferences with evidence clearly taken from the text. • predicting what might happen from details stated. • predicting what might happen from details implied. • identifying main ideas drawn from more than one paragraph and summarising these. • identifying how language (e.g. pronouns for cohesion, inverted commas for speech, apostrophes for possession, fronted adverbials) contributes to meaning. identifying how structure (e.g. paragraphs) contribute to meaning. • identifying how presentation contributes to meaning. 	<ul style="list-style-type: none"> • preparing poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. • checking that the book makes sense to him/her, discussing his/her understanding. • Understand what he/she reads by: • checking that the book makes sense to him/her, exploring the meaning of words in context. • asking questions to improve his/her understanding of complex texts. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions. • justifying inferences with evidence. • predicting what might happen from details stated and implied in increasingly complex texts. 	<ul style="list-style-type: none"> • increasing his/her familiarity with a wide range of books, including books from other cultures and traditions. • identifying and discussing themes and conventions in and across a wide range of writing. • making comparisons across books. • by learning a wider range of poetry by heart. • - preparing plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.