

Reading Progression Reception to Year 6: Word Reading

Reception/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Use phonic knowledge to decode regular words and read them aloud accurately. ELG Read some common irregular words . ELG	Apply phonic knowledge & skills as the route to decode words.	Continue to apply phonic knowledge & skills as the route to decode words until automatic decoding has become embedded & reading is fluent.				
	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising 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 word.	Read further common exception words , noting unusual correspondence between spelling & sound and where these occur in the word.	Read further exception words , noting the unusual correspondences between spelling and sound, and where these occur in the word.			
	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 accurately words of two or more syllables that contain the taught GPCs.				
	Read words with contractions , e.g. <i>I'm, I'll, we'll</i> and understand that the apostrophe represents the omitted letter(s).					
		Read most words quickly and accurately, without overt sounding & blending , when they have been frequently encountered.				
	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.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically & without undue hesitation.				
	Re-read these books to build up their fluency & confidence in word reading.	Re-read these books to build up their fluency & confidence in word reading.				
	Read words containing common suffixes .	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.			

Every Child a
Confident Learner

Reading Progression Reception to Year 6: Comprehension and Attitude to Reading

Reception/ELG	Y1	Y2	Y3	Y4	Y5	Y6
	Develop pleasure in reading, motivation to read, and understanding by:		Develop positive attitudes to reading and understanding of what they read by:		Maintain positive attitudes to reading and understanding of what they have read by:	
	Listening to & discussing a wide range of poems, stories & nonfiction at a level beyond that at which they can read independently	Listening to, discussing & expressing views about a wide range of contemporary & classic poetry, stories & non-fiction at a level beyond that at which they can read independently	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks		Continuing to read & discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
	Being encouraged to link what they read or hear read to their own experiences					
		Discussing the sequence of events in books & how items of information are related.	Reading books that are structured in different ways and reading for a range of purposes .		Reading books that are structured in different ways and reading for a range of purposes .	
			Using dictionaries to check the meaning of words that they have read.			
	Becoming very familiar with key stories, fairy stories & traditional tales, retelling them & considering their particular characteristics	Becoming increasingly familiar with & retelling a wider range of stories, fairy stories & traditional tales.	Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling of some of these orally.		Increasing their familiarity with a wide range of books, including myths, legends & traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	
					Recommending books that they have read to their peers, giving reasons for their choices.	
	Recognising & joining in with predictable phrases	Recognising simple recurring literary language in stories & poems.				
		Discussing their favourite words & phrases.	Discussing words & phrases that capture the reader's interest and imagination.			
			Identifying themes & conventions in a wider range of books.		Identifying & discussing themes & conventions in and across a wide range of writing.	
					Making comparisons within & across books.	
			Recognising some different forms of poetry (e.g. free verse, narrative poetry).			
	Learning to appreciate rhymes & poems , and to recite some by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these & reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.		Learning a wider range of poetry by heart. Preparing 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.	
		Being introduced to non-fiction books that are structured in different ways.				
	Discussing word meanings , linking new meanings to those already known.	Discussing & clarifying the meaning of words , linking new meanings to known vocabulary.				

Reading Progression Reception to Year 6: Comprehension and Inference

Reception/ELG	Y1	Y2	Y3	Y4	Y5	Y6
Read & understand simple sentences. ELG	Understand both the books they can already read accurately and fluently and those they listen to by:		Understand what they read, in books they can read independently , by		Understand what they read by:	
Demonstrate understanding when talking to others about what they have read. ELG	Drawing on what they already know or on background information & vocab provided by the teacher.	Drawing on what they already know or on background information & vocab provided by the teacher.				
	Checking that the text makes sense to them as they read & correcting inaccurate reading.	Checking that the text makes sense to them as they read & correcting inaccurate reading.	Checking that the text makes sense to them, discussing their understanding & explaining the meaning of the words in context.		Checking that the book makes sense to them, discussing their understanding & exploring the meaning of the words in context.	
	Discussing the significance of the title & events					
	Making inferences on the basis of what is being said & done	Making inferences on the basis of what is being said & done	Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, & justifying inferences with evidence		Drawing inferences such as inferring characters' feelings, thoughts & motives from their actions, and justifying inferences with evidence.	
	Predicting what might happen on the basis of what has been read so far	Predicting what might happen on the basis of what has been read so far	Predicting what might happen from details stated & implied		Predicting what might happen from details stated and implied.	
		Answering & asking questions	Asking questions to improve their understanding of the text.		Asking questions to improve their understanding.	
					Provide reasoned justifications for their views.	
					Discuss & evaluate how authors use language , including figurative language, considering the impact on the reader.	
			Identifying main ideas drawn from more than one paragraphs & summarise these.		Summarising the main idea drawn from more than one paragraph, identifying key details that support the main ideas.	
			Identifying how language, structure & presentation contribute to meaning.		Identifying how language, structure & presentation contribute to meaning.	
			Retrieve & record information from non-fiction..		Retrieve, record & present information from nonfiction .	
					Distinguish between statements of fact & opinion .	
	Participate in discussion about what is read to them, taking turns & listening to what others say.	Participate in discussion about books, poems & other words that are read to them & those that they can read for themselves, taking turns & listening to what others say.	Participate in discussion about both books that are read to them and those that they can read for themselves, taking turns & listening to what others say.		Participate in discussion about both books that are read to them and those that they can read for themselves, building on their own & others' ideas & challenging views courteously.	
	Explain clearly their understanding of what is read to them.	Explain & discuss their understanding of books, poems & other material, both those that they listen to & those that they read for themselves.			Explain & 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.	