

Reading Progression Document



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading: Fluency	Re-read books to build up their fluency and confidence in word reading Read aloud accurately books consistent with their developing phonic knowledge	Read most familiar words quickly and accurately, without overt blending Re-read familiar books to build up their fluency and confidence in word reading	Continue to build up their fluency, stamina and confidence in word reading	Continue to build up their fluency, stamina and confidence in reading increasingly longer texts	Develop fluency, stamina and confidence in reading a wider range of longer texts	Develop fluency, stamina and confidence in reading a wide variety of longer texts from a range of genres
Word reading: Phonics, etymology and morphology Refer to PoS Appendix I for detailed information	Apply phonic knowledge and skills as the route to decode words Respond speedily with the correct graphemes for all 40+ phonemes, including graphemes with alternative sounds Read accurately by blending sounds in unfamiliar words containing taught GPCs Read words (incl. polysyllabic words) containing taught GPCs and –s, –es, –ing, –ed, –er and – est suffixes Compound words	Continue to apply phonics as the route to decode words until automatic decoding has become embedded and reading is fluent Accurately read (by blending sounds) words of two+ syllables containing taught graphemes, recognising alternative sounds for graphemes Read words containing common suffixes Read aloud books matched to their phonic knowledge, blending unfamiliar words automatically	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, 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) as listed in English Appendix I, 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) as listed in English Appendix I, 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) as listed in English Appendix I, both to read aloud and to understand the meaning of new words they meet

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Reading Word reading: non-rule words	Read the following common exception words: the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/ or others, according to the programme used Read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)	Read further common exception words: door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas	Read further common exception words: accident(ally), address, arrive, believe, breathe, build, calendar, centre, certain, complete, continue, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women	Read further common exception words: actual(ly), answer, appear, bicycle, breath, busy/business, caught, century, circle, consider, describe, difficult, early, eight/ eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/although, through, weight	Read further common exception words: accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), definite, determined, dictionary, embarrass, equip (–ped, –ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle	Read further common exception words: accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience, controversy, correspond, curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht
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Comprehension: Reading for pleasure	Listen to and discuss a wide range of literature beyond their independent reading ability, linking it to their own experiences	Listen to, discuss and express views about a wide range of literature beyond their independent ability, including contemporary and classic poetry, stories and non-fiction, and be familiar with and retell a wider range of stories, fairy stories and traditional tales	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends	Listen to, discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends	Continue to read and discuss a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including myths, legends and traditional stories Recommend books to their peers Make comparisons across books	Continue to read, discuss and express views about a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks Increase familiarity with a wide range of books, including modern fiction, classic and diverse fiction Recommend books to their peers, giving reasons Make comparisons within and across books
Comprehension: Structure	Recognise and join in with predictable phrases	Be introduced to non-fiction books structured in different ways	Read books that are structured in different ways	Read a wider range of books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes
Comprehension: Poetry & rhymes	Appreciate and recite some rhymes and poems	Recognise simple recurring literary language Build a further repertoire of poems learnt by heart, reciting with intonation	Prepare poems and play scripts to read aloud and to perform, using intonation Recognise some different forms of poetry [e.g. free verse]	Prepare poems and play scripts to read aloud and perform, using intonation, tone and action Recognise some different forms of poetry [e.g. narrative poetry]	Learn a range of poetry by heart Prepare poems and plays to read aloud and to perform, using intonation, tone and volume	Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, using intonation, tone and volume

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Comprehension: Understanding language	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of words and their favourite words and phrases	Discuss words and phrases that capture the reader's interest Use dictionaries to check the meaning of words that they have read	Discuss words and phrases that capture the reader's interest and imagination Use dictionaries to check the meaning of words that they have read	Discuss and evaluate how authors use language, including figurative language	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Comprehension: Understand	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading with increasing automaticity	Check that the text makes sense to them, discuss their understanding and predict the meaning of new words	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context Identify how language, structure and presentation contribute to meaning	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context, using background knowledge to predict the meaning of new words Identify how language, structure and presentation contribute to meaning
Comprehension: Identify & retrieve	Draw on what they already know [e.g. they are sad]	Draw on what they already know or on background information and vocabulary	Identify how language and structure contribute to meaning Retrieve and record information from non-fiction	Identify how language, structure, and presentation contribute to meaning Retrieve and record information from non-fiction	Distinguish between statements of fact and opinion Provide reasoned justifications for their views	Distinguish between statements of fact, opinion and bias Provide reasoned justifications for their views

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Comprehension: Inference	Make simple inferences about characters	Make inferences on the basis of what is being said and done	Draw inferences such as characters' feelings and thoughts from their actions, and justify inferences	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence and quotations	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, quotations from multiple points in the text
Comprehension: Prediction	Predict what might happen based on previous experience	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied and knowledge of other texts	Predict what might happen from details stated and implied and knowledge of other texts, giving evidence for reasons
Comprehension: Discussion	Discuss the significance of the title and events Participate in discussion about what is read to them, taking turns and listening to what others say	Answer and ask questions Participate in discussion about books, poems and other works, taking turns and listening to what others say	Ask questions to improve their understanding of a text Participate in discussion about books	Ask questions to improve their understanding of a text Participate in discussion about books, taking turns and listening to what others say	Ask questions to improve their understanding Participate in discussions about books, building on their own and others' ideas	Ask questions to improve their understanding Participate in discussions about books, building on their own and others' ideas and challenging views courteously
Comprehension: Explanation	Explain clearly their understanding of what is read to them	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	Explain and discuss their understanding of what they have read through discussion, and written responses	Explain and discuss their understanding of what they have read through discussion, reading journals and written responses	Explain and discuss their understanding of what they have read, including through presentations and debates	Explain and discuss their understanding of reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary

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Comprehension: Summarising	Be familiar with a wide range of key stories and their characteristics	Discuss the sequence of events in books and how information is related	Identify main ideas and summarise them	Identify main ideas drawn from more than one paragraph and summarise them	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Retrieve and record information from non-fiction	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Retrieve, record and present information from non-fiction
Comprehension: Themes	Discuss the main ideas in stories	Discuss the meaning, main ideas and morals in stories	Identify themes and conventions in some books	Identify themes and conventions in a wide range of books	Identify and discuss themes and conventions in a wider range of books	Identify and discuss themes and conventions across all reading