

Progression in Reading

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

Strands	Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Enjoy	<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; • -Make comments about what they have heard and ask questions to clarify their understanding. 	<ul style="list-style-type: none"> • Being encouraged to link what they read or hear read to their own experiences • Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently • Understand both the books they can already read accurately and fluently and those they listen. 	<ul style="list-style-type: none"> • Develop pleasure in reading, motivation to read, vocabulary and understanding by: • listening to, discussing and expressing 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 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and non-fiction • Reading for a range of purposes. 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbook • reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: • reading books that are structured in different ways and reading for a range of purposes • 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 wide range of books, including myths, legends and traditional stories, modern fiction, fiction books from other cultures. 	<ul style="list-style-type: none"> • Maintain positive attitudes to reading and understanding of what they read by: • reading books that are structured in different ways and reading for a range of purposes • 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 wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
Decode	<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"> • Checking that the text makes sense to them as they read and correcting inaccurate 	<ul style="list-style-type: none"> • Checking that the text makes sense to them as they read and correcting inaccurate 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and 	<ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and 	<ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and 	<ul style="list-style-type: none"> • Checking that the book makes sense to them, discussing their understanding and

	<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. 	<p>reading</p> <ul style="list-style-type: none"> • Respond speedily with the correct sound to graphemes 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 word. • Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings. • Read other words with more than one syllable that contain taught GPCs. • Read words with contractions e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter(s). • To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. • To accurately read texts that are consistent with their developing phonic knowledge, that do 	<p>reading</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. • Read words accurately (90%) and fluently without overt sounding and blending, e.g. at over 90 words per minute. • Sound out most unfamiliar words accurately, without undue hesitation. • To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. • To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. • To reread these books to build up fluency and confidence in word reading. 	<p>explaining the meaning of words in context with support.</p> <ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed. 	<p>explaining the meaning of words in context</p> <ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* 	<p>exploring the meaning of words in context</p> <ul style="list-style-type: none"> • To read fluently with full knowledge of all Y5 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Read age-appropriate books with confidence and fluency including whole novels as a class. • Read aloud with intonation that shows understanding. 	<p>exploring the meaning of words in context</p> <ul style="list-style-type: none"> • To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • Read age-appropriate books with confidence and fluency including whole novels. • Read aloud with intonation that shows understanding.
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		<p>not require them to use other strategies to work out words.</p> <ul style="list-style-type: none"> To reread texts to build up fluency and confidence in word reading. 					
Poetry	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs; 	<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves Listening to, discussing and expressing views about a wide range of contemporary and classic poetry 	<ul style="list-style-type: none"> recognising some different forms of poetry (for example, limerick, haiku, or kenning). Preparing poems and play scripts to read aloud and to perform 	<ul style="list-style-type: none"> recognising some different forms of poetry (for example, free verse, narrative poetry). preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> Learning a selected range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that most meaning is clear to an audience. 	<ul style="list-style-type: none"> 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, with a selected audience in mind.
Vocabulary	<ul style="list-style-type: none"> Describe their immediate environment using knowledge from observation, discussion, stories, non-fiction texts and maps; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently 	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> Identifying how language contribute to meaning using dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest 	<ul style="list-style-type: none"> Identifying how language, structure, contribute to meaning. using dictionaries to check the meaning of words that they have read discussing words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> Identifying how language and structure and presentation contribute to meaning. Discuss how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

	introduced vocabulary;						
Inference	<ul style="list-style-type: none"> Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate; 	<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and supporting inferences with increasing evidence 	<ul style="list-style-type: none"> *Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> Anticipate – where appropriate – key events in stories; 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predicting what might happen from details stated 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied with explanation
Explanation	<ul style="list-style-type: none"> Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class; Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps. 	<ul style="list-style-type: none"> Explain clearly their understanding of what is read to them. 	<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 	<ul style="list-style-type: none"> Identifying themes across a range of books 	<ul style="list-style-type: none"> Identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> Explain and discuss their understanding of what they have read maintaining a focus on the topic and using notes where necessary Provide reasoned justifications for their view 	<ul style="list-style-type: none"> 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 view and the views of others
Retrieve	<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 	<ul style="list-style-type: none"> Discussing the significance of the title and events 	<ul style="list-style-type: none"> Answer and ask questions Begin to retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Begin to retrieve and record information from non-fiction accurately 	<ul style="list-style-type: none"> retrieve and record information from non-fiction 	<ul style="list-style-type: none"> Retrieve, record and present information from a range of non-fiction 	<ul style="list-style-type: none"> Retrieve, record and present information from non-fiction, formally and informally.

	introduced vocabulary;						
Sequence	<ul style="list-style-type: none"> Understand the past through settings, characters and events encountered in books read in class and storytelling. 	<ul style="list-style-type: none"> Discussing the significance of the title and events 	<ul style="list-style-type: none"> Discussing the sequence of events in books and how items of information are related 	<ul style="list-style-type: none"> Identifying ideas drawn from more than one paragraph Identifying how language, structure contribute to meaning 	<ul style="list-style-type: none"> Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> Summarising the main ideas drawn the text, identifying key details that support the ideas. 	<ul style="list-style-type: none"> Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Oracy	<ul style="list-style-type: none"> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary; Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher. 	<ul style="list-style-type: none"> *Recognising and joining in with predictable phrases *Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales 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 Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> Asking questions to improve their understanding of a text Participate in discussion about both books that are read to them and those they can read for themselves, Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> Asking questions to improve their understanding of a text 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. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally 	<ul style="list-style-type: none"> Recommending books that they have read to their peers, giving reasons for their choices *Asking questions to improve their understanding *Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas with understanding and respect for others. 	<ul style="list-style-type: none"> Recommending books that they have read to their peers, giving reasons for their choices *Asking questions to improve their understanding *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
Other	<ul style="list-style-type: none"> Make use of props and materials when role playing characters in narratives and stories. 					<ul style="list-style-type: none"> Identifying and discussing themes across a range of writing. Making comparisons within and across books. Distinguish between statements of fact and opinion 	<ul style="list-style-type: none"> Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Distinguish between statements of fact and opinion with reasoning.