

Reading Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Link sounds to letters Name letters of the alphabet Distinguish between letter, word and sentence Phase 4 letters and sounds complete Read some common exception words from phase 1-4 Read and recognise plurals Segment sounds in regular words and blend to read aloud accurately Be able to sound the initial sound in words confidently Show awareness of a full stop ending the sentence</p>	<ul style="list-style-type: none"> •apply phonic knowledge to decode words •speedily read all 40+ letters/groups for 40+ phonemes Phase 5 letters and sounds complete •read accurately by blending taught GPC •read common exception words from phase 1-5 •read common suffixes (-s, -es, -ing, -ed, etc.) •read multisyllable words containing taught GPCs •read contractions and understanding use of apostrophe •read aloud phonically-decodable texts <p>Reading in separate sentences</p>	<p>*secure phonic decoding until reading is fluent for age relevant texts</p> <p>*read accurately by blending, including alternative sounds for graphemes</p> <p>*read multisyllable words containing these graphemes</p> <p>*read common suffixes</p> <p>*read exception words, noting unusual correspondences</p> <p>*read most words quickly & accurately without overt sounding and blending for age relevant texts</p> <p>Show understanding of punctuation as a way to break up meaning (full stop, questionmark, exclamation and commas.)</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Show understanding of full range of punctuation when reading</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>Show understanding of full range of punctuation when reading</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>Read ahead to take account of complex punctuation</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>Read ahead to take account of complex punctuation</p>
Range of Reading	<ul style="list-style-type: none"> •listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> •listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently •being encouraged to link what they read or hear read to their own experiences 	<p>*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</p>	<p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p>	<p>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*making comparisons within and across books</p>
Familiarity with texts	<p>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their</p>	<p>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular</p>	<p>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>*recognising simple and retelling some of</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of</p>	<p>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of</p>	<p>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction</p>	<p>*increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction</p>

	particular characteristics *recognising and joining in with predictable phrases	characteristics *recognising and joining in with predictable phrases	recurring literary language in stories and poetry	these orally, including from our literary heritage, and books from other cultures and traditions *identifying themes and conventions in a wide range of books	these orally including from our literary heritage, and books from other cultures and traditions *identifying themes and conventions in a wide range of books	from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing	from our literary heritage, and books from other cultures and traditions *identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	Be able to continue a rhyming string Listens to and joins in with a range of rhymes, performing some from memory	*learning to appreciate rhymes and poems, and to recite by heart	*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry	*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	*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
Word meanings	Know that print carries meaning *discussing word meanings (including subject specific vocabulary,) linking new meanings to those already known and being familiar with relevant contexts for use	* discussing word meanings (including subject specific vocabulary,) linking new meanings to those already known and being familiar with relevant contexts for use	*discussing and clarifying the meanings of words (including subject specific vocabulary,) linking new meanings to known vocabulary *discussing their favourite words and phrases Be exposed to the use of a dictionary to check the meaning of words	*using dictionaries to check the meaning of words that they have read Show an awareness of synonyms, antonyms and thesaurus use Begin to be aware of subject and text type specific vocabulary	*using dictionaries to check the meaning of words that they have read Show an awareness of synonyms, antonyms and thesaurus use Begin to be aware of subject and text type specific vocabulary	*be secure in use of dictionaries or other sources to check the meaning of words that they have read Have a working knowledge of synonyms, antonyms and thesaurus use Use and understanding subject and text type specific vocabulary	*be secure in use of dictionaries or other sources to check the meaning of words that they have read Have a working knowledge of synonyms, antonyms and thesaurus use Use and understanding subject and text type specific vocabulary
Understanding (general comprehension)	Describe main story settings, events and principle characters Link reading to own experiences	*drawing on what they already know or on background information and vocabulary provided by the teacher to understanding reading *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading Use understanding of text to answer questions about the text	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas, including quotation	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas, including quotation

Inference	Infer meaning using words and pictures	*discussing the significance of the title and events *making inferences on the basis of what is being said and done, as well as words and pictures	*making inferences on the basis of what is being said and done, as well as words and pictures, including cause and effect *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, with increasing detail	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, with increasing detail
Prediction	Suggest how a story might end	*predicting what might happen on the basis of what has been read so far, including using the title and front cover	*predicting what might happen on the basis of what has been read so far, beginning to consider whether something is stated or implied	*predicting what might happen from details stated and implied, based on content, simple themes and text types	*predicting what might happen from details stated and implied, based on content, simple themes and text types	*predicting what might happen from details stated and implied, based on themes, conventions, knowledge of the author and genre	*predicting what might happen from details stated and implied, based on themes, conventions, knowledge of the author and genre
Authorial Intent		Discuss favourite words and phrases	Discuss favourite words and phrases and their impact on the meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning	*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	*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
Non-fiction	Know that some books can be used to find out information	Know what non-fiction books are	*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction
Discussing reading		*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	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*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 Begin to recommend books	*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 Begin to recommend books	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, 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, *provide	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, 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, *provide

						reasoned justifications for their views	reasoned justifications for their views
Reading for pleasure	Participate actively in listening and sharing a wide range of books. Choose to read.	Participate actively in listening and sharing a wide range of books. Choose to read.	Read independently, demonstrating increasing stamina. Show developing preferences through book choice.	Read for a range of purposes independently. Choose appropriate texts with support. Demonstrate engagement with reading: - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form	Read for a range of purposes independently. Choose appropriate texts with support. Demonstrate engagement with reading: - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form	Read a broader range of texts including those from literary heritage and more challenging texts. Recommend books they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading: • reading for sustained periods of time • complete a wider range of more challenging and lengthier books • engage actively in book discussions with and without adult support. • Respond to reading in a written form, beginning to develop a critical stance.	Read a broader range of texts including those from literary heritage and more challenging texts. Recommend books they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading: • reading for sustained periods of time • complete a wider range of more challenging and lengthier books • engage actively in book discussions with and without adult support. • Respond to reading in a written form, beginning to develop a critical stance.

Objectives for Year 3 and Year 4 are and so are reprinted identically. Objectives for Year 5 and Year 6 are and so are reprinted identically.