

Progression in Reading

This document aims to give guidance on the progression of reading knowledge, skills and techniques across the year groups and as a review of research evidence on successful reading instruction.

It also aims to support differentiation and expectations of children who are working below age related expectations and a guide to where children working above age related expectations (particularly GD) should be aiming for to maintain Greater Depth.

Potential GD pupils should continue to be encouraged to read more widely (book types, authors and genres) on an independent level and demonstrate critical thinking in their evaluation and comparisons around their choices. This should be evident verbally across KS1 and KS2 and in their Reading Journals at KS2.

In Reading, like all other subjects, we recognise the importance of the methods (evidence based, pedagogical research) and active practice of teaching we choose to use in enabling pupils to know more, remember more and have a wider understanding. In Reading, the following approaches are implemented across the school to ensure that Reading opportunities are as effective as possible and that attainment is progressive throughout the year and across year groups. This will be evident within classrooms, pupil voice and Reading Journals.

How reading is taught in Early Years and KS1	<p>Nursery – Exposure to books and print, story time, provision areas include themes of familiar stories.</p> <p>Reception and Y1 – Read, Write, Inc Programme</p> <p>Y2 – Read, Write, Inc for those children who need it through one to one provision. Guided Reading Carousel in class. SAT’s practice after Christmas with focused question stems.</p>	Pedagogical approaches implemented in Reading	Constructivist Approach	Inquiry-based learning (across school) – Outdoor learning (for Nursery and Reception)
			Naturalistic approach (Behaviourist Approach)	Hands-on exploration of interesting materials suited to a child's natural way of learning – (e.g. provision areas)
			Systematic approach	Direct and explicit exposure to rules and patterns – task orientated environment, demonstration, guided practice, independent practice, performance feedback
			Workshop approach (Social Constructivist Approach)	Independent and group work through a guided reading model – questioning
How reading is taught in KS2	<p>Guided Reading Carousel activities:</p> <p>Speed Read Pre-reads Independent comprehension tasks Guided Reading with an adult twice a week Reading for Pleasure</p> <p>For Y6 – SAT’s practice after Christmas with focused question stems.</p>	Pedagogical approaches implemented in Reading	The 5 strategies of instruction used to teach reading	Read Aloud
				Shared Reading
				Guided Reading
				Independent Reading
				Word Study

Word Reading	EYFS (30-50 months to ELGs)	KS1		KS2			
	30-50 months 40-60 months ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes including, where applicable, alternative sounds for graphemes.</p> <p>To read words containing taught GPCs.</p> <p>To read other words of more than one syllable that contain taught GPCs.</p> <p>To read words containing – s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents an omitted letter(s).</p>	<p>To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.*</p>	<p>To apply their growing knowledge of root words and prefixes, including in-,im-,il-,ir-,dis-,mis-,un-,re-,sub-,inter-,super-,anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian – to begin to read aloud.*</p> <p>To use their phonic knowledge to decode quickly and accurately longer unknown words with support on alternative pronunciations. (non-statutory)</p>	<p>To apply their knowledge of root words, prefixes, suffixes/word endings to read aloud fluently.*</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and accuracy (non-statutory).</p>	<p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably and -ible, -ibly – to read aloud fluently.*</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and accuracy, recognising their meaning through contextual cues. (non-statutory).</p>	<p>To read fluently with full knowledge of all root words, prefixes, suffixes/word endings.*</p> <p>To decode any unfamiliar words with increasing speed and accuracy, recognising their meaning through contextual cues. (non-statutory).</p>

Common Exception Words	To read some common irregular words.	To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read further common exception words*, noting unusual correspondences between spelling and sound and where these occur in words.	To begin to read Y3/4 common exception words*, noting unusual correspondences between spelling and sound and where these occur in words.	To read all Y3/4 common exception words*, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y5/6 common exception words*, noting unusual correspondences between spelling and sound and where these occur in words.	
Fluency	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (hold books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words (segment sounds in simple words and blend them together)</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>	<p>To accurately read books that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To re-read books to build up fluency and confidence in words reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To re-read books to build up fluency and confidence in words reading.</p> <p>To read words accurately and fluently without overt sounding and blending e.g. at over 90 words per minute, in age appropriate texts. (SATs/End of Year expectation)</p>	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. It is imperative that pupils are taught to read during their last two years at primary school if they enter Y5 not being able to do so.		

Reading Comprehension	EYFS (30-50 months to ELGs)	KS1		KS2			
	30-50 months 40-60 months ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To understand humour e.g. nonsense, rhymes and jokes.</p>	<p>To check that a text makes sense to them as they read and to self-correcting inaccurate reading.</p> <p>To explain clearly their understanding of what is read to them.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining meaning of words in context..</p>	<p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p>		

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Comparing, contrasting and commenting</p>	<p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or prompts.</p> <p>To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To link what they have read or hear read to their own experiences.</p> <p>To retell familiar stories (fairy stories, traditional tales) in increasing detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, taking turns and listening to what others say.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognise simple recurring literary language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read (both books that they can already read and those that they listen to)</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use appropriate terminology when discussing texts (plot, character, setting – opportunities to discuss language and vocabulary). (non-statutory)</p> <p>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.</p>	<p>To discuss and compare texts from a wide variety of genres and writers (fairy stories, myths, legends).</p> <p>To read for a range of purposes and are structured in different ways.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil, use of magic) and features of a text (e.g. greeting in letters, a diary written in first person, presentational and organisational devices). (non-statutory)</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and</p>	<p>To read and discuss a wide range of genres (myths, legends, traditional stories, modern fiction, fiction from our literary heritage, books from other cultures and traditions).</p> <p>Identify and discuss themes and conventions across a wide range of writing and differences between them.</p> <p>To 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.</p> <p>To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <p>To recommend texts to peers based on personal choice and give reasons for their choices.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, books from other cultures and traditions.</p> <p>To read books that are structured in different ways and for a range of purposes.</p> <p>Identify and discuss themes and conventions across a wide range of writing and differences between them.</p> <p>To recognise more complex themes such as loss and heroism. (non-statutory)</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a</p>
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					summarise these.		<p>focus on topic and using notes where necessary.</p> <p>To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. (non-statutory)</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To distinguish independently between statements of fact and opinion providing reasoned justification for their views.</p> <p>To make comparisons within and across books (e.g. characters, settings and themes).</p>
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Words in Context and Authorial Choice	<p>To build vocabulary that reflects the breadth of experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To discuss and clarify the meaning of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p>	<p>To discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To identify how language, structure and presentation contribute to meaning.</p> <p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. (non-statutory)</p>
Inference and Prediction	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences based on what is being said or done.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To recognise and join in with predictable phrases.</p>	<p>To begin to make inferences based on what is being said or done.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To ask questions appropriately to improve their understanding of the text.</p> <p>To draw inferences based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences based on characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences based on characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To ask questions to improve their understanding.</p> <p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). (non-statutory)</p>

<p>Poetry and Performance</p>	<p>To listen to and join in with stories and poems, one to one and also in small groups.</p> <p>To join in with repeated refrains and anticipate key events in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To play cooperatively as part of a group to develop and act out a narrative. (Introduces a storyline or narrative into their play).</p> <p>To express themselves effectively showing awareness of listeners' needs.</p>	<p>To learn and appreciate rhymes and poems and recite some simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation, volume and actions when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of the audience when preparing and reading poems aloud using intonation, tone, volume and actions to show their understanding of how to make the meaning clear to the audience.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
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Non-Fiction	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>		To recognise that non-fiction books are often structured in different ways.	To retrieve and record information from non-fiction texts	<p>To use all of the organisational devices available with a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p> <p>(non- statutory)</p>
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* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.