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Reading Progression Plan Years EYFS – 6

Year	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>Read words consistent with their phonic knowledge by sound-blending</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>to apply phonic knowledge and skills as the route to decode words</p> <p>to respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>to use phonic knowledge to decode books accurately that have the phoneme/grapheme correspondences that I know</p> <p>to read some common exception words, noting unusual correspondences between spelling and sound to read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>to read other words of more than one syllable that contain taught GPCs</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 read accurately words of two or more syllables that contain graphemes taught</p> <p>to read words containing common suffixes</p> <p>to read Y2 common exception words, noting unusual correspondences between spelling and sound</p> <p>to read most words quickly and accurately without overt sounding and blending when they have been frequently encountered</p> <p>to read aloud books closely matched to their improving phonic knowledge, sounding</p>	<p>use their phonic knowledge to decode quickly and accurately (may still need support to read longer, unfamiliar words)</p> <p>break words into syllables to decode unknown words</p> <p>apply their growing knowledge of root words and prefixes (etymology and morphology) both to read aloud and to understand the meaning of new words, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, and auto-</p> <p>apply their growing knowledge of root words, suffixes, and word endings (etymology and morphology) both to read aloud and to understand the meaning of new words, including –ation, –ly, –ous, –ture, –sure, –sion, –tion, –sion and –cian,</p> <p>begin to read and understand Y3/Y4 exception words</p>	<p>to read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>to apply their knowledge of root words, prefixes, and suffixes/word endings to read aloud fluently</p> <p>to read and understand all Y3/Y4 exception words</p> <p>to use the range of punctuation accurately both at the end of the sentence and within the sentence to help expression, pace, fluency and understanding to use expression and intonation with a growing awareness of audience and purpose</p> <p>to re-read sentences from the beginning if they stop to decode a word to maintain</p>	<p>to 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 including –sion, –tion, –cial, –tial, –ant/–ance/–ancy, –ent/–ence/–ency, –able/–ably and –ible/ibly</p> <p>to break long polysyllabic words into syllables with speed and read across the entire word</p> <p>to read fluently with intonation, expression, appropriate pace, and use of pauses to entertain and maintain interest showing an awareness of the intended audience and purpose</p>	<p>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</p> <p>to break long polysyllabic words into syllables with speed and read across the entire word</p> <p>to notice mistakes when reading higher level texts and correct them because the text does not make sense</p> <p>to independently re-read text to develop understanding</p>

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<p>Word Reading</p>		<p>to read words with contractions, e.g. I'm, I'll, we'll (with some understand that the apostrophe represents the omitted letter/s)</p> <p>to 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</p> <p>to re-read these books to build up their fluency and confidence in word reading</p> <p>to repeat words or phrases to check, confirm or problem solve</p> <p>to show awareness of a range of punctuation marks</p> <p>to locate some pages / sections of interest</p>	<p>out unfamiliar words accurately, automatically and without undue hesitation</p> <p>to check text makes sense to them as they read and to correct inaccurate reading</p> <p>to re-read these books to build up their confidence, fluency, and expression</p> <p>to use punctuation to help read with expression and to keep track of information in longer sentences</p> <p>to begin to develop the skill to read quietly to themselves</p>	<p>use the range of punctuation accurately at the end of a sentence and commas within sentences to read with expression and understanding</p> <p>re-read sentences from the beginning if they stop to decode a word to maintain sense and understanding of what is being read</p> <p>notice mistakes made when reading and self-correct as a result</p> <p>that skimming and scanning can be used to find information in text</p>	<p>sense and understanding of what is being read</p> <p>to check the text makes sense when reading and to correct inaccuracies</p> <p>how to use the skills of skimming and scanning to find information and ideas</p>	<p>to check the text makes sense when reading and to correct inaccuracies</p> <p>to independently re-read text to develop understanding</p> <p>to scan text to find key words, phrases, and information</p> <p>to skim read text to get a gist of it</p> <p>to read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word</p> <p>to understand how the meaning of sentences is shaped by punctuation, word order and linking words and phrases (including pronouns) and use the punctuation to demonstrate this when reading</p>	<p>to scan and skim text with increased efficiency to locate information and secure a gist</p> <p>to read longer complex sentences using commas, brackets, semi colons, colons, and dashes accurately to aid understanding of text</p> <p>to use expression, intonation, pause and pace alongside understanding of a wider vocabulary to create moods, showing an appreciation of the audience and purpose</p>
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						to read longer texts with increasing pace and stamina	
Comprehension Pupils should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding of what they have read or listened to.							
Vocabulary	<p>To build up vocabulary that reflects the breadth of their 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 meanings of words, linking new meanings to known vocabulary</p> <p>To identify and discuss their favourite words and phrases/effective language choices</p> <p>To recognise simple recurring literary language in stories and poetry</p>	<p>To begin to explain the meaning of words in context</p> <p>To identify new vocabulary and sentence structure and discuss to develop understanding</p> <p>To discuss author's choice of words and phrases for effect on the reader.</p> <p>To use appropriate terminology when discussing text (plot, character, setting)</p>	<p>To use dictionaries to check the meaning of words that they have read</p> <p>To explain the meaning of words in context</p> <p>To discuss vocabulary used to capture readers' interest and imagination and begin to recognise authorial intent</p>	<p>To identify and discuss vocabulary used by the author to create effect including figurative language (e.g., simile, metaphor)</p> <p>To begin to evaluate the use of authors' language and explain how it has created an impact on the reader</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology (e.g., metaphor, simile, imagery, alliteration, personification)</p>
Sample Question Stems	<p>What does this word mean?</p>	<p>What does the word...mean in this sentence?</p> <p>Which word in this section do you think is the most important? Why?</p> <p>Can you think of any other words the author could have used to</p>	<p>Find and copy a word which means</p> <p>What does this word or phrase tell you about.....?</p> <p>Which of the words best describes the character/setting/mood etc.?</p>	<p>Which word tells you that?</p> <p>Find one word in the text which means....</p> <p>Find and highlight the word that is closest in meaning to</p>		<p>What do the wordsand suggest about the character, setting and mood?</p> <p>Which keyword tells you about the character/setting/mood?</p> <p>Find a word or phrase which shows/suggests that.....</p>	

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		describe this?	Why do you think is repeated in this section?				
Inference	To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events	To begin to make simple inferences from pictures and what is being done To be encouraged to visualise based on detail in the text	Why do you think is repeated in this section? To make inferences based on what is being said and done To visualise characters and settings from details stated To ask and answer questions about a text	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives – may be able to support with evidence To comment on the effect of scene changes e.g., moving from a safe to a dangerous place to build tension To visualise characters, settings, and events to help understand a text	To retell the gist of what has been read or listened to, showing an understanding of inference To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text To ask questions and wonder to improve understanding of a text To visualise characters, settings, and events to help understand a text	To make inferences such as inferring characters' feelings, thoughts, and motives from their actions (sometimes finding evidence to support) To ask questions to improve their understanding and answer, adapt or discard these as more information is read or listened to To give the gist of what has been read in their own words, including what has been inferred	To make inferences such as inferring characters' feelings, thoughts and motives from their actions and justify these with evidence To discuss how characters change and develop through texts by drawing inferences based on indirect clues
Sample Question Stems	(Looking at the pictures) What might they be feeling? How do you know?	Why was... feeling...? Why did happen? How does... make you feel?	Why did..... say? Can you explain why? What do you think the author intended when they said...?	Find and copy a group of words which show that... How do these words make the reader feel? How can you tell that ? What voice might these characters use? Who is telling the story?		How does this paragraph suggest this? How do the descriptions of show that they are.....? What impression ofdo you get from these paragraphs? What was...thinking when....?	
Prediction	To anticipate key events and phrases in rhymes and stories. To	To predict what might happen based on what has been read so far	To predict what might happen based on what has been read so far and may change predictions based on new information	To begin to justify predictions using evidence from the text and can indicate the	To justify predictions from details stated and implied	To make predictions based on details stated and implied, justifying them in some detail with	To make predictions based on details stated and implied, justifying them in

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	suggest how a story might end.			likelihood of their prediction being correct		evidence from the text	detail with evidence from the text
Sample Question Stems	What might happen at the end of the story? What might happen in the story? What might happen next?	Look at the book cover/blurb –what do you think this book will be about? What do you think will happen next? What makes you think this? What is happening? What do you think happened before? What do you think will happen after?	How does the choice of character or setting affect what will happen next? What do you think the last paragraph suggests?What will happen next?	From the cover what do you think this text is going to be about? What is happening now? What happened before this? What will happen after? What makes you think this?		What does this paragraph suggest will happen next? What makes you think this? Do you think the choice of setting will influence how the plot develops? Do you think... will happen? Yes, no, or maybe? Explain your answer using evidence from the text.	
Explain		To identify some features of non-fiction books (e.g., labels, titles) To clearly explain their understanding of what is read to them To begin to link what they have read or have read to them to their own experiences To join with discussions about a text, taking turns and listening to what others say To discuss the significance of titles and events	To recognise that non-fiction books are often structured in different ways and identify some features (e.g., contents, subtitles) To use background knowledge to help understand text To make links between the text they are reading and other texts they have read or listened to	To use background knowledge to help understand a text To refer to the text for evidence when explaining To recognise the move from general to specific detail	To refer to authorial style, overall themes (e.g., triumph of good over evil) and features (e.g., a diary written in the first person or the use of presentational devices such as headings) To make connections between different pieces of information (including understanding pronoun links) To use background knowledge with more confidence to help understand and explain what is being read	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 view respectfully To distinguish between statements of fact and opinion, justifying their response To explain and discuss their understanding of what has been read and sometimes	To explain and discuss their understanding, including informal book talk and more formal presentations and debates (using prepared notes when necessary) To relate what they have read to both personal and literary experiences and wider background knowledge To distinguish independently between statements of fact

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					<p>To comment on the differences between what characters say and what they do</p> <p>To exemplify the move between generalisations and specific information</p>	<p>provide reasoned justifications for their views</p> <p>To connect the information read within paragraphs, across texts and to other texts – commenting on similarities and differences</p> <p>To recommend texts to peers based on personal choice</p>	<p>and opinion, providing reasoned justification for their views</p> <p>To consider different accounts of the same event and discuss viewpoints of both characters and authors</p>
Sample Question Stems		<p>Who is your favourite character? Why? Would you like to live in this setting? Why/why not? Do you like this text? What do you like about it?</p>	<p>Why do you think all the main characters are girls in this book? Is there anything you would change about this story?</p>	<p>Why is the text arranged in this way? What is the purpose of this text feature? What is the author's point of view? Which words and phrases did effectively? Which section was the most interesting/exciting part? How are these sections headed?</p>		<p>Is the use of effective? The mood of the character changes throughout the text. Find and copy the phrases which show this. What is the author's point of view? What effect does have on the audience? How does the author engage the reader here?</p>	
Retrieve	To describe main story settings, events, and principal characters.	<p>To develop their knowledge of retrieval through images.</p> <p>To recall or retrieve some key information from a text</p>	<p>To ask and answer retrieval questions</p> <p>To recall specific information from reading or look back at the text to find or clarify information</p>	<p>To begin to identify themes across a text e.g., friendship, good and evil, bullying</p> <p>To identify how settings are used to create atmosphere e.g., which words or phrases have been used to indicate something bad might be about to happen</p> <p>To retrieve and record information from non-</p>	<p>To begin to identify themes and conventions in a wide range of texts</p> <p>To retrieve information where there is competing (distracting) information</p> <p>To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information</p>	<p>To retrieve information, referring to more than one place in the text, and where there is competing information</p> <p>To discuss features of texts and use organisation devices to retrieve and record information from fiction and non-</p>	<p>To recognise more complex themes in what they read (such as loss or heroism)</p> <p>To actively seek answers to questions asked and wondered and adjust thinking in line with new information</p> <p>To draw on detail to give persuasive</p>

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				fiction text using features of a text to aid retrieval		fiction texts with increased efficiency	answers to questions To compare characters, settings, and themes within a text and across more than one text To retrieve, record and present information from non-fiction linked to purpose and audience
Sample Question Stems	What did you find out? What can you see on the front cover?	Who did.....? Where did.....? When did.....? Why did...happen? How did...? How many? What happened to.....?	What kind of text is this? Who did.....? Where did.....? When did.....? What happened when.....? Why didhappen? How did...? How many ? What happened to.....?	How did...? How often...?Who had...? Who is...? Who did? ...? What happened to? What doesdo? How is.....? Give one example of.....		How would you describe this story/text? What genre is it? How do youknow? How is.....? What can you learn about...from this section? The story is told fromwhose perspective?	
Sequence (KS1) Summarise (KS2)	To begin to be aware of the way stories are structured. To follow a story without pictures or props	To identify the beginning, middle and end of stories To recognise and join in with particular words and phrases To retell familiar stories in increasing detail	To discuss the sequence of events in books and how items of information are related To become increasingly familiar with and retell a wider range of stories To begin to recognise that paragraphs have main ideas	To retell the gist of what has been read or listened to (usually in order) To identify the main idea of paragraphs with growing confidence	To identify main ideas drawn from more than one paragraph and summarise these	To summarise the key points of a paragraph and the main ideas from more than one paragraph/text	To summarise succinctly the key point of a paragraph and the main ideas from more than one paragraph/text, identifying key details to support as well as competing views To be able to give a succinct or detailed

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							gist in their own words or using words from the text appropriately to convey meaning
Sample Question Stems	Can you order these parts of the story? What happened first, next....?	Can you number these events 1-5 in the order that they happened? What happened after? What was the first thing that happened in the story? Sequence the key events in the story	Can you summarise in a sentence the opening/middle/end of the story? In what order do these chapter headings come in the story? What are the key events in the story? Can you sequence them in relation to...? <ul style="list-style-type: none">o chronologyo importanceo charactero involvement	Can you number these events 1-5 in the order that they happened? What happened after.....? What was the first thing that happened in the story?			Can you summarise in a sentence the opening/middle/end of the story? In what order do these events come in the chapter?

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