



**Reading Progression**  
Reception and Key Stage 1

Skill	Year R	Year 1	Year 2
<p><b>Phonics and Decoding</b></p>	<p>Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>Begin to fluently read aloud simple sentences and books that are consistent with their phonic knowledge</p> <p>Read simple compound words and words with more than one syllable (consistent with their phonic knowledge)</p> <p>Read words ending in suffixes: -ing, -ed, -er, -est</p> <p><i>See Little Wandle Letters and Sounds (LWLS) program overview for detail</i></p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Blend sounds in unfamiliar words using the GPCs that they have been taught</p> <p>Respond speedily, giving the correct sound for of the 40+ graphemes</p> <p>Read words containing taught GPCs</p> <p>Continue to develop their confidence in reading words containing -s, -es, -ing, -ed and -est endings</p> <p>To read words with contractions e.g. I'll, we'll; understand that the apostrophe represents omitted letters</p> <p>Continue to develop their confidence in reading words of more than one syllable that contain taught GPCs</p> <p><i>See Little Wandle Letters and Sounds (LWLS) program overview for detail</i></p>	<p>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>Read accurately by blending the sounds in words that contain the GPCs taught so far, especially recognising alternative sounds for graphemes</p> <p>Accurately read most words of two or three syllables</p> <p>Read words containing common suffixes</p>
<p><b>Common Exception Words</b></p>	<p>Read some common exception words <i>(See LWLS program overview)</i></p>	<p>Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p><i>See LWLS program overview</i></p>	<p>Read most of the Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p>
<p><b>Fluency</b></p>	<p>Begin to fluently read aloud simple sentences and books that are consistent with their phonic knowledge</p>	<p>Re-read books to build up their fluency and confidence in word reading</p> <p>Begin to read with prosody when reading aloud</p>	<p>Read aloud with confidence, increased fluency and prosody</p>



Skill	Year R	Year 1	Year 2
<p><b>Understanding and correcting inaccuracies</b></p>		<p>To check that a text makes sense to them as they read and to self - correct</p>	<p>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><b>Reading for Pleasure</b></p> <p><b>Listening to and discussing texts</b></p> <p><b>Comparing, contrasting and commenting</b></p>	<p>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</p> <p>Make comments about what they have heard and ask questions to clarify their understanding</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p>	<p>Listen to and discuss a wide range of fiction, nonfiction and poetry at a level beyond that at which they can read independently</p> <p>Link what they have read or have read to them to their own experiences</p> <p>Retell familiar stories in increasing detail</p> <p>Join in with discussions about a text, taking turns and listening to what others say</p> <p>Discuss the significance of titles and events</p>	<p>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, explaining their understanding and expressing their views</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales</p> <p>Discuss the sequence of events in books and how items of information are related</p> <p>Recognise simple recurring literary language in stories and poetry</p> <p>Ask and answer questions about a text</p> <p>Make links between the text they are reading and other texts they have read (in texts that they can read independently)</p>
<p><b>Developing Vocabulary</b></p> <p><b>Words in Context and Authorial Choice</b></p>		<p>Discuss word meaning and link new meanings to those already known</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss their favourite words and phrases</p>



Skill	Year R	Year 1	Year 2
<p><b>Inference and Prediction</b></p>	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Anticipate – where appropriate – key events in stories</p>	<p>Begin to make simple inferences</p> <p>Predict what might happen on the basis of what has been read so far</p>	<p>Make inferences on the basis of what is being said and done</p> <p>Predict what might happen on the basis of what has been read so far in a text</p>
<p><b>Poetry and Performance</b></p>	<p>Express themselves effectively, showing awareness of listeners’ needs</p>	<p>Recite simple poems by heart</p>	<p>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><b>Non-fiction Structure and Organisation</b></p>	<p>Use and understand recently introduced vocabulary during discussions about non-fiction during role-play</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from non-fiction</p>		<p>Recognise that non- fiction books are often structured in different ways</p>



Reading Progression

Key Stage 2

Skill	Year 3	Year 4	Year 5	Year 6
<p><b>Phonics and Decoding</b></p>	<p>Use their phonic knowledge to decode quickly and accurately (may still need support to read longer words)</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand new words that they meet</p> <p>Prefixes: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto-</p> <p>Suffixes: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill</p> <p>Apply their knowledge of root words, prefixes and suffixes to read aloud fluently</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</p> <p>Apply their growing knowledge of root words, prefixes and suffixes to read aloud fluently</p> <p>Suffixes: -sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible and -ibly</p>	<p>Read fluently with full knowledge of all previously taught root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill</p>
<p><b>Common Exception Words</b></p>	<p>Read some common exception words from Year 3 and 4 word list, discussing the unusual correspondences between spelling and sound where these occur in the word</p>	<p>Read all words from Year 3 and 4 word list, discussing the unusual correspondences between spelling and sound where these occur in the word</p>	<p>Read most common exception words from Year 5 and 6 word list, discussing the unusual correspondences between spelling and sound where these occur in the word</p>	<p>Read all words from Year 5 and 6 word list, discussing the unusual correspondences between spelling and sound where these occur in the word</p>
<p><b>Reading for Pleasure</b></p> <p><b>Listening to and discussing texts</b></p> <p><b>Comparing, contrasting and commenting</b></p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Use appropriate terminology when discussing texts (plot, character, setting)</p>	<p>Discuss and compare texts from a wide variety of genres and writers</p> <p>Read for a range of purposes</p> <p>Identify themes and conventions in a wide range of books</p> <p>Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of</p>	<p>Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types</p> <p>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>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 and books from other cultures and traditions</p> <p>Recognise more complex themes in what they read (such as loss or heroism)</p> <p>Explain and discuss their understanding of what they have read, including</p>



Skill	Year 3	Year 4	Year 5	Year 6
		<p>presentational devices such as numbering and headings)</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Identify main ideas drawn from more than one paragraph and to summarise these</p> <p>Recommend texts to peers based on personal choice</p>	<p>through formal presentations maintaining a focus on the topic and using notes where necessary</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions</p> <p>Draw out key information and to summarise the main ideas in a text</p> <p>Independently distinguish between statements of fact and opinion, providing reasoned justifications for their views</p> <p>Compare characters, settings and themes within a text and across more than one text</p>
<p><b>Developing Vocabulary</b></p> <p><b>Words in Context and Authorial Choice</b></p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>Discuss authors' choice of words and phrases for effect</p>	<p>Discuss vocabulary used to capture readers' interest and imagination</p>	<p>Discuss vocabulary used by the author to create effect including figurative language</p> <p>Evaluate the use of authors' language and explain how it has created an impact on the reader</p>	<p>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</p>
<p><b>Inference and Prediction</b></p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives</p> <p>Justify predictions using evidence from the text</p>	<p>Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text</p> <p>Justify predictions from details stated and implied</p>	<p>Draw inferences from characters' feelings, thoughts and motives</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text</p>	<p>Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters)</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues</p>



Skill	Year 3	Year 4	Year 5	Year 6
<p><b>Poetry and Performance</b></p>	<p>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud Begin to use appropriate intonation and volume when reading aloud</p>	<p>Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry) 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>Continually show an awareness of audience when reading out loud using intonation, tone, volume and action</p>	<p>Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect</p>
<p><b>Non-fiction Structure and Organisation</b></p>	<p>Retrieve and record information from non-fiction texts</p>	<p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information  Use dictionaries to check the meaning of words that they have read</p>	<p>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts  Distinguish between fact and opinion</p>	<p>Retrieve, record and present information from non-fiction texts  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)  Recognise bias, fact and opinion</p>