



Progression in Reading

This documents sets out the progression of knowledge within our reading curriculum. Our reading curriculum is carefully and deliberately designed to be progressive as children move through school in line with National Curriculum.

Our curriculum is designed so that key concepts are presented repeatedly through the curriculum, but with deepening layers of complexity or in different applications.

It is used to scaffold learning and set appropriately challenging expectations for all pupils, including SEND and disadvantaged pupils.

Potential GD pupils should also be encouraged to read more widely (in terms of book types, genres and authors), independently and freely and be expected to make comparisons between the wider range of books that they read.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading								
Decoding	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes count or clap syllables in words recognise words with the same initial sound, such as money and mother <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> print has meaning the names of different parts of a book print can have different purposes page sequencing we read English text from left to right and from top to bottom 	<ul style="list-style-type: none"> Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. 	<ul style="list-style-type: none"> Apply phonic knowledge to decode words read aloud phonically-decodable texts Re-read books to build fluency and confidence Read simple sentences and understand the meaning including what a pronoun is (extra) speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes Read Year 1 common exception words noting unusual correspondences between spelling and sound 	<ul style="list-style-type: none"> Apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly Re-read books to build up fluency and confidence in word reading Note punctuation to read with appropriate expression Read accurately by blending, including alternative sounds for graphemes 	<ul style="list-style-type: none"> 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 they meet Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> 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 they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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

		<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme. • Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. 	(identifying where they appear) <ul style="list-style-type: none"> • Read polysyllabic words containing taught GPCs read common suffixes (–s, –es, –ing, –ed, –er and –est) read contractions and understand that the apostrophe represents the omitted letter(s) read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops (extra) 	<ul style="list-style-type: none"> • Read Year 2 common exception words, noting unusual correspondences • Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically • Read polysyllabic words containing above graphemes • Read most words quickly & accurately without overt sounding and blending. 				
Fluency	<ul style="list-style-type: none"> • Sing a large repertoire of songs. • Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> • Re-read books that are consistent with their developing phonic knowledge to build up their fluency and confidence in word reading. • Recite some rhymes and poems by heart • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. 	<ul style="list-style-type: none"> • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered e.g. 90 WPM • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Re-read books that are consistent with their improving phonic knowledge, to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> • Read aloud and perform poems and play scripts, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Read aloud and perform poems and play scripts, showing understanding through intonation, tone, volume and action. 	<ul style="list-style-type: none"> • Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. 	<ul style="list-style-type: none"> • Read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. 	<ul style="list-style-type: none"> • Re-read books that are consistent with their developing phonic knowledge to build up their fluency and confidence in word reading. • Recite some rhymes and

		<ul style="list-style-type: none"> Learn rhymes, poems and songs 	<ul style="list-style-type: none"> Recite some poems learnt by heart with appropriate intonation to make the meaning clear. 					poems by heart
Range of Reading	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Sing a large repertoire of songs. Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in non-fiction books. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary 	<ul style="list-style-type: none"> To use non-fiction books to develop new knowledge and vocabulary. (C&L) Read sentences made up of words with taught sounds and common exception words. (LIT) Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L) 	<ul style="list-style-type: none"> Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> Listen to, discuss and express 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"> Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbook Read books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Make comparisons within and across books 	<ul style="list-style-type: none"> Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Read books that are structured in different ways and read for a range of purposes Make comparisons within and across books

Familiarity of texts	Language Comprehension							
	Understand all books they can read accurately and with fluency and text where the book is pitched at age stage appropriate							
	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. Engage in non-fiction books Sing a large repertoire of songs. 	<ul style="list-style-type: none"> Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). 	<ul style="list-style-type: none"> Recognise and join in with predictable phrases. Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales Recognise simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally Identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> Increase 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 Identify and discuss themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> Increase 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 Identify and discuss themes and conventions in and across a wide range of writing

Understanding of the text	<ul style="list-style-type: none"> • Enjoy listening to longer stories and can remember much of what happens. • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Listen to and talk about stories to build familiarity and understanding. • Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. • Listen carefully to rhymes and songs, paying attention to how they sound. • Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher • Be encouraged to link what they read or hear read to their own experiences • Check that the text makes sense to them as they read and correct inaccurate reading • Answer simple retrieval questions about a text and find evidence to support answers (Extra) 	<ul style="list-style-type: none"> • Discuss the sequence of events in books and how items of information are related • Draw on what they already know or on background information and vocabulary provided by the teacher • Make links between a current book and those already read • Check that the text makes sense to them as they read and correct inaccurate reading 	<ul style="list-style-type: none"> • check that the text makes sense to them, discuss their understanding and explain the meaning of words in context • ask questions to improve their understanding of a text • Identify main ideas drawn from more than one paragraph and summarise these • Identify morals and messages in a story 	<ul style="list-style-type: none"> • Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context • Ask questions to improve their understanding of a text • Identify main ideas drawn from more than one paragraph and summarise these • Identify morals and messages in a story 	<ul style="list-style-type: none"> • Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context • Ask questions to improve their understanding • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> • Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context • Ask questions to improve their understanding • Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Non-Fiction	<ul style="list-style-type: none"> • Engage in non-fiction books and can remember much of what happens. • Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. 	<ul style="list-style-type: none"> • Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. • Know and explain some differences between fiction and non-fiction books. 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently 	<ul style="list-style-type: none"> • Be introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction texts 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion. • Retrieve record and present information from non-fiction. • Using the specific features of non-fiction texts and recording information coherently, 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction texts 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction texts

	<ul style="list-style-type: none"> • Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" • Engage in extended conversations about what they have read learning new vocabulary. • 					using a range of models for making notes.		
Poetry and performance	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother • Listen carefully to rhymes and songs, paying attention to how they sound. • Sing a large repertoire of songs. 	<ul style="list-style-type: none"> • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs. • Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. 	<ul style="list-style-type: none"> • Learn to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognise some different forms of poetry 	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Recognise some different forms of poetry 	<ul style="list-style-type: none"> • Learn 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 	<ul style="list-style-type: none"> • Learn 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

	<ul style="list-style-type: none"> Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 							
Word Meaning	<ul style="list-style-type: none"> Use a wider range of vocabulary. Engage in extended conversations about stories, learning new vocabulary. 	<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 introduced vocabulary; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> discuss word meanings and link new meanings to words already known 	<ul style="list-style-type: none"> Discuss and clarify the meanings of words and link new meanings to known vocabulary Discuss their favourite words and phrases 	<ul style="list-style-type: none"> Use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read
Language	<ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> Listen to and talk about stories to build familiarity and understanding. Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen carefully to rhymes and songs, 	<ul style="list-style-type: none"> Read words containing common suffixes. Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases. Read words with contractions (for example, I'm, I'll, we'll) and understand that the 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) to understand the meaning of new words they meet. Use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, to understand the meaning of new words they meet. Use dictionaries to check the meaning of 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix I, to understand the meaning of new words they meet. Use dictionaries independently to 	<ul style="list-style-type: none"> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) To understand the meaning of new words they meet. 	<ul style="list-style-type: none"> Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read words with contractions (for example, I'm, I'll, we'll) and

	<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. 	<p>paying attention to how they sound.</p> <ul style="list-style-type: none"> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. <ul style="list-style-type: none"> Invent, adapt and recount narratives and stories with their peers and their teacher. <ul style="list-style-type: none"> Perform songs, rhymes, poems and stories with others 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. 	<p>apostrophe represents the omitted letter(s).</p>	<p>Understand what they read, in books they can read independently by:</p> <ul style="list-style-type: none"> Discussing words and phrases that capture the reader's interest and imagination. Discussing and explaining the meaning of words in context. Identify how language, structure and presentation contribute to meaning. 	<p>words encountered in reading.</p> <ul style="list-style-type: none"> Understand what they read, in books they can read independently by: Discussing words and phrases that capture the reader's interest and imagination. Discussing and explaining the meaning of words in context. Identifying how language, structure and presentation contribute to meaning. 	<p>decipher meaning from the text.</p> <ul style="list-style-type: none"> Select words and phrases which show how a character is feeling. Discuss and explore the meaning of words in context. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<ul style="list-style-type: none"> Use dictionaries independently to decipher meaning from the text. Select words and phrases which show how a character is feeling. Discuss and explore the meaning of words in context. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 	<p>understand that the apostrophe represents the omitted letter(s).</p> <ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known.
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Prediction	<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 	<ul style="list-style-type: none"> To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Invent, adapt and recount narratives and stories with their peers and their teacher. 	<ul style="list-style-type: none"> predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied 	<ul style="list-style-type: none"> Predict what might happen from details stated and implied
Inference	<ul style="list-style-type: none"> Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions. Listen to and talk about selected nonfiction to develop a deep familiarity with new knowledge and vocabulary. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. 	<ul style="list-style-type: none"> To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). Articulate their ideas and thoughts in well-formed sentences. Connect one idea or action to another using a range of connectives. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, 	<ul style="list-style-type: none"> Discuss the significance of the title and events Make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done Answer and ask questions 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence 	<ul style="list-style-type: none"> draw inferences such as inferring characters' feelings, thoughts and motives from their actions Justify inferences with evidence 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence 	<ul style="list-style-type: none"> Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence

		non-fiction, rhymes and poems when appropriate.						
Reading for Pleasure								
Discuss Reading	<ul style="list-style-type: none"> Sing a large repertoire of songs. Take part in simple pretend play, using an object to represent something else even though they are not similar. Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc. Develop storylines in their pretend play. 	<ul style="list-style-type: none"> Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. 	<ul style="list-style-type: none"> Participate in discussion about what is read to them by taking turns and listening to what others say Explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by 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 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say 	<ul style="list-style-type: none"> Participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say 	<ul style="list-style-type: none"> Recommend books that they have read to their peers and 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 	<ul style="list-style-type: none"> Recommend books that they have read to their peers and 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

		<ul style="list-style-type: none">• Make use of props and materials when role playing characters in narratives and stories.					<p>presentations and debates</p> <ul style="list-style-type: none">• Provide reasoned justifications for their views	<p>presentations and debates</p> <ul style="list-style-type: none">• Provide reasoned justifications for their views
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