

# Reading Progression

In EYFS and early KS1, independent reading books are closely matched to the phonic skills taught. Across the school, children read and are read to daily. Reading skills and metacognitive processes are taught in 1:1, group and whole class lessons, as appropriate to the content being taught and the needs of the children being taught.

Reading Progression								
		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Skill focus: Word Reading</b>	<b>Accuracy</b>	Uses phonic knowledge to decode regular words and read them accurately responding speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet.	Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.			
		Begins to self correct inaccurate word reading.	Continues to self correct inaccurate word reading.	Self corrects inaccurate word reading.	Self corrects when a sentence doesn't make sense, discussing their understanding and explaining the meaning of words in context.			
		Reads the FS high frequency words. Reading books containing all the graphemes taught.	Reads Y1 High Frequency Words.	Can read most common exception words for year 2, noting unusual correspondence between spelling and sound.	Knows how to decode new words using phonic skills. Can read all of their year group's word list.			
	<b>Fluency, Prosody, Performance</b>	Joins in with repeated patterns and phrases.	Learns some simple poems and rhymes, performing some by heart.		Reads poems and playscripts aloud, showing understanding through intonation, tone, volume and action; learning some poetry by heart.		Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	
		Reads and re-reads texts, building blending skills to develop automaticity.	Begin to develop fluency for whole sentences.	Reads at a steady pace, above 90 words per minute.	Reads at least 120 words per minute by year 4. Matches pace of reading based on clues within text eg slows down when building suspense.		Able to read in different ways for different purposes: close reading, skimming, scanning.	
		Copies modelled voices when retelling stories, using a storytelling voice or intonation.	Able to change volume and intonation where appropriate.	Changes volume/ intonation for punctuation. Beginning to show awareness of how character voice	Begins to apply emotive expression through change of tone and volume. Adapts voice to reflect personalities of different character types.		Able to read expressively conveying a wide variety of emotions through tone and volume. Adapts voice , volume and tone to reflect personalities of different character and genre types.	

				sounds different to other text.			
<b>Skill focus: Understanding and Comprehending</b>		Discusses words and their meanings.	Able to identify words they do/don't understand.	Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.	Starts to discuss and analyse the meaning of words that they have read, using morphology and etymology. Able to use different sorts of dictionaries to support learning vocabulary.	Demonstrates a growing understanding, use and application of morphology and etymology to understand words and their meanings. Is able to offer alternative suggestions for word meanings.	
		Discusses words and their meanings.	Identifies the words in a text that make specific contributions to meaning.		Identifies how language contributes to meaning	Identifies how language, structure and presentation choices contribute to meaning, mood or atmosphere.	
		Talks about what they have read.	Is able to discuss the significance of the title and main events.	Discusses the sequence of events in books and how items of information are related.	Identifies main ideas drawn from more than one paragraph and summarising these.	Summarises the main ideas drawn from more than one paragraph, identifying key details that support main ideas.	
		Asks relevant questions.		Locates relevant information.		Locates information using knowledge of text structure.	
		Answers simple questions verbally.		Answers simple questions verbally and in writing.	Answers simple questions.	Uses evidence to answer.	Uses evidence to answer questions. Chooses appropriate quotations to support answers.
		Makes accurate observations, in fiction and non-fiction texts.	Can summarise what has been read in a book, in fiction and non-fiction texts.	Summarises events in a paragraph, in fiction and non-fiction texts.	Summarises events/main ideas in a paragraph, in fiction and non-fiction texts.		Prioritises key information and disregards irrelevant information when retelling, in fiction and non-fiction texts. Summarises fiction and non-fiction texts in a variety of ways.
			Gives reasons for title of a text.	Can give opinions about characters' thoughts and feelings.	Understands characters' thoughts and feelings.		Draws inferences such as inferring characters' feelings, thoughts and feelings from their actions and justifying inferences with evidence.
			Makes inferences from characters' actions.	Makes inferences about characters'	Can give reasons for characters' actions.	Can give reasons and motives for characters' actions.	Understands how characters' actions show personality traits. Recognises character types and roles in the text.

				actions and speech.				
<b>Skill focus: Thinking about what has been read.</b>		Identifies non-fiction page features.	Uses indexes and contents pages to find information from non-fiction texts.		Retrieves and records information from non-fiction.		Distinguishes between statements of fact and opinion.	
		Listens to stories, accurately anticipating key events.	Makes simple predictions based on what has been read so far.	Predicts what might happen on the basis of what has been read so far.	Predicts what might happen from details stated and implied.	Predicts future events based on other stories.	Uses knowledge of characters and genre to inform predictions.	
		Can join in with predictable/repeated phrases.	Can anticipate and join in with predictable/repeated phrases.	Recognises common features of stories and non-fiction texts.	Comments on features of stories/ non-fiction text.	Comments on structure of whole text.	Comments on structure of whole text.	
		Links what they have read to their own experiences	Discusses their favourite words and phrases	Starts to be able to describe the effect of different words and phrases on them.	Starts to discuss some words and phrases that capture the reader's interest and imagination.	Discusses words and phrases that capture the reader's interest and imagination.	Begins to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Makes connections between books, events and own experiences.	
		Says whether or not they like a book.	Discusses favourite parts of text.		Discusses favourite text types.	Discusses favourite text type providing reasons.	Comments on themes within a genre eg storms in horror stories.	
		Can identify books about similar subjects.	Links learning to books they have read.		Compares books, stating preferences.	Makes connections between books, events and characters	Responds at length to the views of others.	
		Can compare own life experiences with events in books.	Links events in books to own life.		Identifies common character types.	Makes connections between book themes.	Explains preferences giving detailed reasons.	
		Starts to understand people have different opinions about books.	Listens to the views of others and pays attention to alternative opinions.	Listens to the views of others.	Considers the views of others.	Responds to the views of others	Participates in discussion about books, building on their own and others' ideas challenging views courteously.	