



Be . Build . Become

Progression in Reading – Years F - 6

| | EYFS | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
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| Decoding / Fluency (RWI progress grid) | Join in with well-known or repeated phrases in stories which are read to them. They can continue a rhyming string. Say a sound for each letter in the alphabet and at least 10 digraphs. Read words consistent with their phonic knowledge by sound-blending. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. Decode and blend CVC and then CCVC words containing Set 1 sounds speedily and begin to read words containing Set 2 sounds. | Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically. Children decode and blend words containing Set 1 and 2 sounds speedily (including multi syllabic words) and begin to read words containing Set 3 sounds. Re-read books to build fluency and begin to correct inaccurate reading. | Children can read at a speed of 90/100 words per minute. Children decode and blend words containing Set 1, 2 and 3 sounds speedily (including multisyllabic words). Children develop expression when reading aloud, particularly where characters are speaking in a story. Children re-read books to build fluency and correct inaccurate reading. | Fluency is developed by choral reading in whole class reading circles and echo/repeated reading in small groups where needed. | Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud. | Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking. | |
| Familiarity with texts | Children enjoy an increasing range of books. Children are building awareness of the way stories are structured. | Children become familiar with and begin to retell key stories, fairy stories and traditional tales. They join in with predictable words/phrases. Children begin to recite some rhymes/poems by heart. To begin to look at the features of non-fiction books. | Children are familiar with and retell a range of stories, fairy stories and traditional tales. They continue to build up a repertoire of poems learnt by heart and recite some with appropriate intonation. Children are introduced to non - fiction books that are structured in different ways. | Children increase their familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally. Children recognise some different forms of poetry. Children prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Children read a range of books, that are structured in different ways (including non -fiction) and for different purposes. | | Children 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. Children learn a wider range of poetry by heart, preparing poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks. They read books that are structured in different ways and read for a range of purposes. | |

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| Authorial Intent | Children will collect and discuss words from stories that they liked, beginning to think about how the words make them feel/what they make them think of. | Children discuss the significance of the title and events. | Children discuss their favourite words and phrases. | Children identify how language, structure and presentation contribute to meaning through modelling. Children discuss words and phrases that capture the reader’s interest and imagination. | | Children identify how language, structure and presentation contribute to meaning. Children discuss and start to evaluate how authors use language, including figurative language, considering the impact on the reader. | |
| Book Talk | Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Children engage in discussions about books and demonstrate their understanding by retelling stories and narratives using their own words and recently introduced vocabulary. | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Children participate in discussion about what is read to them, taking turns and listening to what others say. | Listen to and express views about contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Children participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. | Children participate in discussion about books that are read to them and those that they read for themselves, taking turns and listening to what others say. They discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. | Children participate in discussion about books that are read to them and those that they read for themselves, taking turns and listening to what others say. They begin to challenge other’s views courteously (ABC). | Children recommend books that they have read to their peers, giving reasons for their choices. They participate in discussions about books, building on their own and other’s ideas and challenging views courteously (ABC). Children explain and discuss their understanding of what they have read. They begin to use more formal presentations and carry out debates with reasoned justifications for their views. | Children recommend books that they have read to their peers, giving reasons for their choices and making connections to other reading material. They lead and participate in discussions about books, building on their own and other’s ideas and challenging views courteously (ABC). Children explain and discuss their understanding of what they have read, including formal presentations and debates with reasoned justifications for their views with increasing confidence. |

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| Retrieval | Children describe the main story settings, events and principal characters. Children know that information can be retrieved from books and computers. Children can answer simple recall questions about stories without pictures or prompts. | Children can answer simple recall questions. | Children can begin to select and retrieve from a text in order to answer questions. | Children can select and retrieve from a text in order to answer questions. | | Children can select and retrieve from a text in order to answer questions independently. | |
| Making connections | Children begin to identify similar themes in books. They are encouraged to talk about their own experiences (eg. ‘Aaarrh spider’ - discuss their own fears). | Children make a variety of connections that are meaningful and relevant. Children link what has been read to pictures from the story. Children match information to objects in n0n-fiction. | Children link what has been read to prior knowledge. | Children link what has been read to self, text, world and media. | | Children link what has been read to self, text, world and media. Children use background knowledge to establish expectations about a text. Children make comparisons within and across books. | Children link what has been read to self, text, world and media. Children use background knowledge to establish expectations about a text. Children make comparisons between different elements of a text and across other texts. |
| Prediction & Inference | Makes suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role play and small world play. | Children make predictions based on clues such as pictures and illustrations. Children begin to make basic inferences from the text. | Children use clues to make simple predictions. Children explain predictions with an understanding of ideas, events and characters. Children make basic inferences about characters from their speech and action. | Children predict how an event will be concluded, based on what has been read. Children will draw inferences such as a character’s feeling, thoughts and motives. Children justify inferences with evidence. | Children make predictions about characters, based on their previous actions. Children infer a character’s feelings in fiction to justify inferences with evidence. | Children understand what is implied about characters and give evidence to support inferences. Children justify inferences with evidence to support. | Children compare predictions and explain ideas based on prior knowledge of genre or author. Children justify inferences with evidence to support. |
| Visualise | Children are introduced to the idea of ‘visualising’ beginning with listening to, discussing and ‘drawing a song’ – what does the music make you think of? What can you see in your mind? | Children visualise and discuss characters’ appearance, behaviour and events that happen to them. | Children describe a character after reading a text. They visualise what has been read by drawing basic pictures and diagrams. | Children represent information from a text as a picture or graphic, labelling it with material from the text. They use different formats to retrieve, record and explain information e.g. flow charts. They discuss how a character’s feelings, behaviour and relationships change. | Children use diagrams or abbreviations to note the key points of what has been read. They discuss how a character’s feelings, behaviour and relationships change. | Children empathise with characters and imagine events that are described. They identify how writers use figurative and expressive language to create images and atmosphere. They represent information graphically and link comments back to the text. | Children empathise with characters and imagine events that are described. They identify how writers use figurative and expressive language to create images and atmosphere. |
| Clarifying | Children use ‘book talk’ to clarify their thinking/feelings. Children use vocabulary and forms of speech that are increasingly influenced by their experience of books. | Children begin to clarify unfamiliar words. They use simple dictionaries to find the meaning of words. They begin to skim and scan and read closely to find specific information in a text. | Children begin to use dictionaries to locate words by the initial letter. They identify what is known for certain from a text. | Children discuss unfamiliar words and their possible meaning. They keep a glossary of new words. They identify where an author uses synonyms for words. They skim and scan contents, indexes and pages to locate information. | Children annotate texts to identify new vocabulary and keep a glossary of new words. They annotate a piece of text and add headings and subheadings to aid their understanding. They investigate the meaning of technical or subject specific vocabulary. Children make a point and fully explain it. | Children annotate parts of the text to identify the key features. They keep a glossary of new words and use a dictionary to locate meanings. Children give precise inferential definitions of words that fit with the context of the text. They explain ideas with evidence from the text and skim and scan through parts of a text to find particular information. | Children annotate extracts to gain understanding of characters, ideas or the author’s point of view. They keep a glossary of new words and use glossaries and thesauruses to locate information about words. Children check the accuracy of an explanation or inference about a word meaning. They collect and use unfamiliar vocabulary.. |

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| Questioning | With support, children can generate simple questions using who, when, what, how and why. | Children ask a range of questions to clarify a text. They discuss why things happen in a text and answer simple recall questions. | Children pose and record questions prior to reading to find something out. They begin to select and retrieve from a text in order to answer questions. | Children ask questions to improve their understanding of a text. They select and retrieve from a text in order to answer questions. | Children distinguish between true and false statements across a range of texts. They select and retrieve from a text in order to answer questions. | Children ask questions to improve their understanding. They select and retrieve from a text to answer questions independently. | Children answer questions based on a text in different ways e.g. matching, ordering. They select and retrieve from a text to answer questions independently. They answer questions by explaining ideas with reference to the text. They read sections of text carefully to research information and to answer questions. |
| Summarising | Children recall and order key events from the text. They use a story line or narrative in their role play and small world play. | Children begin to annotate key parts of a text. They match events to characters in narrative. They take the most important information and put it in their own words. | Children discuss simple themes, plots, events and characters. They identify and discuss story elements such as setting, events, characters and problems. They make simple notes on a piece of text. Children make comparisons of characters and events. | Children retell the main points of a story in sequence. They read and identify the main points in a text e.g. key words or important information. They begin to identify key points from across a non-fiction passage. | Children scan for keywords, phrases and headings. They explore the order of events in narratives. | Children make regular summaries of what has been read. They identify and summarise evidence from a text to support prediction. They record details retrieved from the text about characters, events and ideas. Children make comparisons between the different ways characters or events are presented. | Children make regular summaries of what has been read. They identify and summarise evidence from a text to support a prediction. |

