

- = National Curriculum
- = Focus Statement
- = Both

# Progression in Reading



Early Years		Key Stage 1		Lower Key Stage 2	
Reception		Year 1	Year 2	Year 3	Year 4
Word Reading	Use phonic knowledge to decode regular words and read them aloud accurately.	Apply phonic knowledge and skills as the route to decode words.	Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.		
	Read some common irregular words.	Read speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.		
		Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.			
		Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
		Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.			
		Read other words of more than one syllable than contain taught GPCs.	Read accurately words of two or more syllables that contain the taught GPCs.		
		Read words with contractions e.g. I'm, I'll, we'll and understand the apostrophe represents the missing letter(s).			
			Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.		

		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.	Read aloud closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.		
		Re-read these books to build up their fluency and confidence in word reading.			
			Read words containing common suffixes.	Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.	
		Read compound words			
		Read words starting with un-			

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Comprehension	Develop pleasure in reading, motivation to read and understanding by...	<p>Read and understand simple sentences.</p> <p>To listen to stories, accurately anticipating key events and responding to what they hear with relevant comments, questions or actions.</p> <p>They demonstrate understanding when talking with others about what they have read.</p> <p>To express themselves effectively, showing awareness of listener's needs.</p>		Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which the can read independently.	Listening to and discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which the can read independently.	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	
				Being encouraged to link what they are read or hear read to their own experiences.			
					Discussing the sequence of events in books and how items of information are related.	Reading books that are structured in different ways and reading for a range of purposes. Understanding which books to select based on its purpose.	
						Using dictionaries to check the meaning of words that they have read.	
				Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and their particular characteristics.	Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	
				Recognising and joining in with predictable phrases.	Recognising simple recurring literary language in stories and poems.		
					Discussing their favourite words and phrases.		Discussing words and phrases that capture the reader's interest and imagination.
							Identifying themes and conventions in a wide range of books.
						Recognising some different forms of poetry e.g. free verse, narrative poetry).	

		Learning to appreciate rhymes and poems, and to recite some by heart.	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.
			Being introduced to non-fiction books that are structured in different ways.	
		Discussing word meanings, linking new meanings to those already known.	Discussing and clarifying the meaning of words, linking new words to known vocabulary.	

# Comprehension

Understand both the books they can already read accurately and fluently and those they listen to by ...

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<p>They demonstrate understanding when talking with others about what they have read.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	Drawing on what they already know or on background information and vocab provided by the teacher.				
	Checking that the text makes sense to them as they read and correcting inaccurate reading.		Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.		
	Discussing the significance of the title and events.				
	Making inferences on the basis of what is being said and done.			Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	
	Predicting what might happen on the basis of what has been read so far.			Predicting what might happen from details stated and implied.	
		Asking and answering questions.	Asking questions to improve their understanding of a text.		
				Identifying main ideas drawn from more than one paragraph and summarising these.	
				Identifying how language, structure, and presentation contribute to meaning.	
				Retrieve and record information from non-fiction.	
Participate in discussion about what is being read to them, taking turns and listening to what others say.	Participate in discussion about books, poems and other words that are read to them and those that they can read for themselves, taking turns and listening to what others say.	Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.			

		Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they have read for themselves.		
				Describe some of the different types of fictions books.	Identify some of the literary conventions in texts (defining features of a genre).