Progression in Reading

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	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.	Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow. Read accurately by blending sounds in unfamiliar words. Read common exception words Split two and three syllable words into the separate syllables to support blending for reading. Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter. Read more challenging texts using phonics and high frequency word recognition.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent. Read further common exception words, noting tricky parts	Read and understand words from the Year 3 list (selected from the statutory Year '3/4-word list) Read books at an age appropriate interest level.	Read and understand meaning of words on Y3/4-word list.	Read and understand meaning of words on Y5/6-word list.	Read books at an age appropriate interest level. Read and understand words from the year 6 list.
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Comprehension: Developing pleasure in reading and motivation to read.	Anticipate – where appropriate – key events in stories Offer explanations for why things might happen, making use of recently introduced vocabulary	Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems. Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling. Enjoy and recite poems by heart.	Sequence and discuss the main events in stories and recounts. Orally retell a wider range of stories, fairy tales and traditional tales. Learn and recite a range of poems using appropriate intonation.	Sequence and discuss the main events in stories. Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales. Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.	Orally retell a range of stories, including less familiar fairy stories, myths and legends. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.	Exploring themes within and across texts e.g. loss, heroism, friendship. Making comparisons within a text e.g. characters' viewpoints of same events. Prepare poems and playscripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.	Independently read longer texts with sustained stamina and interest. Prepare poems and playscripts to read aloud and perform using dramatic effects.

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	from stories, non-fiction, rhymes and poems when appropriate.	Make personal reading choices and explain reasons for choices.		Preparing poems / playscripts to read aloud, showing understanding through intonation, tone, volume and action.			
Comprehension: Understanding books which they can read by themselves and those which are read to them.	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.

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 | Check that texts make sense while reading and self-correct.

Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.

Identify and discuss the main events in stories.

Identify and discuss the main characters in stories.

Recall specific information in fiction and non-fiction texts.

Introduce and discuss key vocabulary, linking meanings of new words to those already know.

Make basic inferences about what is being said and done.

Make predictions based on what has been read so far.

Give opinions and support with reasons e.g. I like the Little Red Hen because she….

Making predictions based on what has been read so far.

Explaining clearly their understanding of what is read to them. | Identify, discuss and collect favourite words and phrases.

Check that texts make sense while reading and self-correct.

Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions.

Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?

Make predictions using evidence from the text.

Using morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. | Identifying, discussing and collecting favourite words and phrases which capture the reader's interest and imagination.

Use dictionaries to check meanings of words they have read.

Use intonation, tone and volume when reading aloud.

Discussing their understanding of the text.

Raise questions during the reading process to deepen understanding e.g. I wonder why the character…

Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text.

Justify responses to the text using the PE prompt (Point + Evidence).

Making predictions based on details shared.

Non-fiction
Prepare for research by identifying what is already known about the subject and key questions to structure the task. | Identifying, discussing and collecting effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.

Explain the meaning of key vocabulary within the context of the text.

Use punctuation to determine intonation and expression when reading aloud to a range of audiences.

Making predictions based on what information shared and implied.

Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.

Justify responses to the text using PE prompt (Point + Evidence).

Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because…1/2/3 reasons,

Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. | Explain the meaning of words within the context of the text.

Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.

Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.

Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.

Predicting what might happen from the information stated and implied.

Through close reading of the text, re-read and read ahead to locate clues to support understanding.

Scan for key words and text mark to locate key information.

Summarise main ideas drawn from more than one paragraph and identifying key details to support this.

Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point + Evidence + Explanation. | Explain the meaning of new vocabulary within the context of the text.

Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.

Provide reasoned justifications for their views.

Justify opinions and elaborate by referring to the text e.g. PEE prompt – Point + Evidence + Explanation.

Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence + Explanation.

Predict what might happen from information stated and implied.

Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.

Compare characters within and across texts.

Recognise themes within and across texts e.g. hope, peace, fortune, survival.

Skim for gist.

Scan for key information e.g. identify words and phrases which tell you the character is |

					Non-fiction		frustrated, or find words/phrases which suggest that a theme park is exciting.
					Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. Scan for dates, numbers and names		Use a combination of skimming, scanning and close reading across a text to locate specific detail. Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.
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Comprehension: Participating in discussion	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	Listen to what others say.	Participate in discussion about what is read to them, taking turns and listening to what others say.	Make and respond to contributions in a variety of group situations e.g. *whole class, pairs, guided groups, book circles.*	Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.	Explain and discuss their understanding of what they have read, including through formal presentations and debates.	Participate in discussions about books, building on their own and others' ideas and challenging views courteously.
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Comprehension: Evaluating the impact of the author's use of language						Explore, recognize and use the terms metaphor, simile, imagery. Distinguish between statements of fact or opinion within a text.	Explore, recognise and use the terms personification, analogy, style and effect. Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.