



Theale C of E Primary School
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Reading Progression

1. Word reading: phonics & decoding

Children should be taught to:

Foundation Stage; <i>ELGs</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<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. ▪ <i>Say a sound for each letter in the alphabet and at least 10 digraphs.</i> ▪ <i>Read words consistent with their phonic knowledge by sound-blending.</i> ▪ <i>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</i> 	<ul style="list-style-type: none"> ▪ Apply phonic knowledge and skills as the route to decode words. ▪ Blend sounds in unfamiliar words using the GPCs that they have been taught. ▪ Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. ▪ Read words containing taught GPCs. ▪ To read words containing -s, -es, -ing, -ed and -est endings. ▪ To read words with contractions, e.g. I'm, I'll, and we'll. 	<ul style="list-style-type: none"> ▪ Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. ▪ To read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes. ▪ To accurately read most words of two or more syllables. ▪ To read most words containing common suffixes. 	<ul style="list-style-type: none"> ▪ Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). ▪ Apply their growing knowledge of root words and prefixes, including: in-, im-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto- to begin to read aloud. ▪ Apply their growing knowledge of root words and suffixes/ word endings to begin to read aloud. 	<ul style="list-style-type: none"> ▪ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. ▪ Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. 	<ul style="list-style-type: none"> ▪ Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. ▪ Apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/ -ance/ -ancy, -ent/ -ence/ -ency, -able/-ably, -ible/-ibly to read aloud fluently. 	<ul style="list-style-type: none"> ▪ Read fluently with full knowledge of all Year 5/ Year 6 exception words, root words, prefixes, suffixes/ word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.



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2. Word reading: common exception words

Children should be taught to:

Foundation Stage; ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Read a few common exception words matched to Read Write Inc. phonics programme. Read some common irregular words. 	<ul style="list-style-type: none"> Read Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> Read most Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> Begin to read Year 3/4 exception words. 	<ul style="list-style-type: none"> Read all Year 3/4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> Read most Year 5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> Read all Year 5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in words.

3. Word reading: fluency

Children should be taught to:

Foundation Stage; ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build confidence in word reading, fluency, understanding and enjoyment. Read aloud simple sentences and books that are consistent with phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. Re-read texts to build fluency and confidence in word reading. 	<ul style="list-style-type: none"> Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build fluency and confidence in word reading. Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<p>At this stage, teaching comprehension skills should take precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			



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4. Reading comprehension: understanding and correcting inaccuracies

Children should be taught to:

Foundation Stage; <i>ELGs</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none">▪ Listen to and talk about stories to build familiarity and understanding.▪ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary..▪ <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabular.</i>	<ul style="list-style-type: none">▪ Check that a text makes sense to them as they read and to self-correct.	<ul style="list-style-type: none">▪ Show understanding by drawing on what they already know, or on background information and vocabulary provided by the teacher.▪ Check that the text makes sense to them as they read and to correct inaccurate reading.				



5. Reading comprehension: Comparing, contrasting and commenting

Children should be taught to:

Foundation Stage; <i>ELGs</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Compare and contrast characters from stories, including figures from the past. ▪ Retell the story, once they have developed a deep familiarity with with the text (some as exact repetition, some in their own words). ▪ <i>Listen attentively and respond to what they hear with relevant questions, comments an actions when being read to, and during whole class discussions and small group interactions.</i> ▪ <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate.</i> ▪ <i>Anticipate key events in stories (where appropriate).</i> ▪ <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using own words and recently introduced vocabulary.</i> 	<ul style="list-style-type: none"> ▪ Listen to and discuss a range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. ▪ Link what they have read or have had read to them to their own experience. ▪ Retell familiar stories in increasing detail. ▪ Participate in discussions about a text, taking turns and listening to others. ▪ Discuss the significance of titles and events. 	<ul style="list-style-type: none"> ▪ Participate in discussions about books, poems and other texts that are read to them (at a level which is beyond what they can read independently) and those that they read for themselves, explaining their understanding and expressing their views. ▪ Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. ▪ Discuss the sequence of events in books and how items of information are related. ▪ Recognise simple recurring literary language in stories and poetry. ▪ Ask and answer questions about a text. ▪ Make links between the text they are reading and other texts they have read. 	<ul style="list-style-type: none"> ▪ Recognise, listen to and discuss a wide range of fiction, poetry, plays non-fiction and reference books or text books. ▪ Use appropriate terminology when discussing texts (plot, character, setting). 	<ul style="list-style-type: none"> ▪ Discuss and compare texts from a wide variety of genres and writers. ▪ Read for a range of purposes. ▪ Identify themes and conventions in a wide range of books. ▪ Refer to authorial style, overall themes (e.g. triumph of good over evil) and features (conventions of texts and organisational devices). ▪ Identify how language, structure and presentation contribute to meaning. ▪ Identify main ideas drawn from more than one paragraph and summarise these. 	<ul style="list-style-type: none"> ▪ Read a wide range of genres, identifying the characteristics of text types and differences between text types. ▪ Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others' ideas and changing views courteously. ▪ Identify main ideas drawn from more than one paragraph and summarise these. ▪ Recommend texts to peers based on personal choice. 	<ul style="list-style-type: none"> ▪ To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. ▪ Recognise more complex themes in what is read (e.g. loss, heroism). ▪ To explain and discuss their understanding of what is read, including through formal presentations and debates, maintaining a focus on the topic and using guide notes where necessary. ▪ Listen to guidance and feedback on the quality of their explanations and contributions to discussions, and to make improvements when participating in discussions. ▪ Draw out key information and summarise the main ideas in a text. ▪ Distinguish independently between statements of fact and opinion, providing reasoned justification for their views. ▪ Compare characters, settings and themes within a text and across more than once text.



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6. Reading comprehension: words in context and authorial choice

Children should be taught to:

Foundation Stage; <i>ELGs</i>	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Learn new vocabulary. ▪ Use new vocabulary throughout the day. ▪ Retell the story once they have developed a deep familiarity with the text (some as exact repetition, some in their own words). ▪ Use new vocabulary in different contexts. ▪ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ▪ <i>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, including non-fiction, rhymes and poems where appropriate.</i> ▪ <i>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</i> ▪ <i>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play.</i> 	<ul style="list-style-type: none"> ▪ Discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> ▪ Discuss and clarify the meanings of words, linking new meanings to known vocabulary. ▪ Discuss favourite words and phrases. 	<ul style="list-style-type: none"> ▪ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ▪ Discuss authors' choice of words and phrases for effect. 	<ul style="list-style-type: none"> ▪ Discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> ▪ Discuss vocabulary used by authors to create effect, including the use of figurative language. ▪ Evaluate the use of language by authors and how it creates an impact on the reader. 	<ul style="list-style-type: none"> ▪ Analyse and evaluate the use of language, including the use of figurative language, and how it is used for effect. ▪ To use technical terminology such as metaphor, simile, analogy, imagery, style and effect.



7. Reading comprehension: inference and prediction

Children should be taught to:

Foundation Stage; ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Understand 'why' questions. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. Anticipate (where appropriate) key events in stories. 	<ul style="list-style-type: none"> Begin to make simple inferences. Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far in a text. 	<ul style="list-style-type: none"> Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. Justify predictions using evidence from the text. 	<ul style="list-style-type: none"> Draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting views with evidence from the text. Justify predictions from details stated and implied. 	<ul style="list-style-type: none"> Draw inferences from characters' feelings, thoughts and motives. Make predictions based on details stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> Consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters). Discuss how characters change and develop through texts by drawing inferences based on indirect clues.

8. Reading comprehension: poetry and performance

Children should be taught to:

Foundation Stage; ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> Engage in story times. Retell the story, once they have developed a deep familiarity with the text (some as exact repetition, some in own words). Learn rhymes, poems and songs. Sing in a group or on their own, increasingly matching the pitch and melody. Develop storylines in pretend play. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own 	<ul style="list-style-type: none"> Recite simple poems by heart. 	<ul style="list-style-type: none"> Continue to build up a repertoire of poems learnt by heart, appreciating there and reciting some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Prepare and perform poems and playscripts and show some awareness of the audience when reading aloud. Begin to use appropriate intonation and volume when reading aloud. 	<ul style="list-style-type: none"> Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). Prepare and perform poems and playscripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	<ul style="list-style-type: none"> Continually show an awareness of audience when reading aloud, using intonation, tone, volume and action. 	<ul style="list-style-type: none"> Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.



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<p>words and recently introduced vocabulary.</p> <ul style="list-style-type: none"> ▪ Make use of props and materials when role-playing characters in narratives and stories. ▪ Invent, adapt and recount narratives and stories with their peers and teachers. ▪ Perform songs, rhymes, poems and stories with others, and (where appropriate) try to move in time with the music. 						
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9. Reading comprehension: non-fiction

Children should be taught to:

Foundation Stage; ELGs	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> ▪ Engage in interaction with non-fiction books. ▪ Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. ▪ Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate. ▪ Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role play. 	<ul style="list-style-type: none"> ▪ Listen to and discuss a wide range of non-fiction texts. 	<ul style="list-style-type: none"> ▪ Recognise that non-fiction books are often structured in different ways. 	<ul style="list-style-type: none"> ▪ Retrieve and record information from non-fiction texts. 	<ul style="list-style-type: none"> ▪ Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. ▪ Use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> ▪ Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<ul style="list-style-type: none"> ▪ Retrieve, record and present information from non-fiction texts. ▪ Use non-fiction materials for purposeful information retrieval (e.g. in history/ science) and in contexts where pupils are genuinely motivated to find out information (e.g. information leaflets before a museum visit).