



WHOLE SCHOOL PROGRESSION DOCUMENT – READING

	30-50 MONTHS	40-60+ MONTHS	ELG	YEAR 1	YEAR 2	YEAR 3
Decoding	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. Recognises familiar words and signs such as own name and advertising logos. Knows that print carries meaning and, in English, is read from left to right and top to bottom.	Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences.	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately.	* apply phonic knowledge to decode words * speedily read all 40+ letters/groups for 40+ phonemes * read accurately by blending taught GPC * read common exception words * read common suffixes (-s, -es, -ing, -ed, etc.) * read multisyllable words containing taught GPCs * read contractions and understanding use of apostrophe * read aloud phonically-decodable texts	*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondances between spelling and sound, and where these occur in the word
Range of Reading	Listens to and joins in with stories and poems, one-to-one and also in small groups. Looks at books independently Handles books carefully Holds books the correct way up and turns pages	Enjoys an increasing range of books	They also read some common irregular words.	* listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently * being encouraged to link what they read or hear read to their own experiences	*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes"
Familiarity with texts	Beginning to be aware of the way stories are structured. Describes main story settings, events and principal characters			* becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics * recognising and joining in with predictable phrases"	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry"	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books
Poetry & Performance	Enjoys rhyming and rhythmic activities Shows awareness of rhyme and alliteration Recognises rhythm in spoken words	Continues a rhyming string Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books		*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 to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry"
Word meanings				*discussing word meanings, linking new meanings to those already known	*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	*using dictionaries to check the meaning of words that they have read
Understanding	Listens to stories with increasing attention and recall Shows interest in illustrations and print in books and print in the environment		They demonstrate understanding when talking with others about what they have read.	*drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary 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 *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these"
Inference				*discussing the significance of the title and events *making inferences on the basis of what is being said and done	*making inferences on the basis of what is being said and done *answering and asking questions	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	Suggests how the story might end			*predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	*predicting what might happen from details stated and implied
Authorial Intent						*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning"
Non-fiction	Knows information can be relayed in the form of print	Knows that information can be retrieved from books and computers			*being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction
Discussing reading				*participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what is read to them	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	*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

	YEAR 4	YEAR 5	YEAR 6	YEAR 7
Decoding	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word"	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet	
Range of Reading	*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes"	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books	Continuing to engage and comprehend a wide range of fiction and non-fiction, including in particular whole books, short stories, poems and plays with a wide coverage of genres, historical periods, forms and authors appropriate for his/her age
Familiarity with texts	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	*increasing 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 *identifying and discussing themes and conventions in and across a wide range of writing	*increasing 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 *identifying and discussing themes and conventions in and across a wide range of writing	
Poetry & Performance	*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry"	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	Offer examples of where the poet uses poetic effects to create an impact on the reader Read a drama text and be able to identify the ideas expressed and how the words, actions and staging of the play communicate those ideas
Word meanings	*using dictionaries to check the meaning of words that they have read			Use what he/she already knows about a text to help him/her understand what an unfamiliar word means Offer an example of figurative language e.g. metaphors, simile and imagery from the text
Understanding	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these"	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Extracting the main points from a text, engaging personally with the text and summarizing the key points e.g. by skim reading in order to summarise the whole text Develop his/her own view of a text, drawing on evidence and his/her opinions Understand the different ways in which setting, plot and characterization can reflect the social, cultural and historical contexts in which the text was written
Inference	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Using inference, deduction and comparison to build knowledge of characters, themes, plots, the language and how Shakespeare's plays are performed e.g. by reading between the lines, sifting through the information, discarding irrelevant points and combining the information from notes taken
Prediction	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied	
Authorial Intent	*discussing words and phrases that capture the reader's interest and imagination *identifying how language, structure, and presentation contribute to meaning"	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader"	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	Understand the different ways in which a text belongs to the social, cultural and historical context in which it was written, commenting on the language and structure of the text Compare how the themes or characters have been presented in a book he/she is currently reading, and in a book he/she has read previously Use examples to show that he/she understands that the writer has implied ideas in the text as well as made openly stated comments Identify and describe the effect of a writer using a specific style e.g. literary, rhetorical or grammar features and say how successful the writer has been in engaging the reader and communicating clearly Identify the outlook a writer might have and notice where the writer's beliefs, life experiences or opinions re expressed
Non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction	
Discussing reading	*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	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views	Choose a text to read and explain why he/she prefers it to another text