

Reading Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Word Reading ELG</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Respond speedily, giving the correct sound to graphemes for all 40+ phonemes • Blend sounds in unfamiliar words • Read common exception words • Read phonetically decodable words containing taught GPCs • Read words containing -s, -es, -ing, -ed, -er and -est endings • Read words of more than 1 syllable that contain taught GPCs • Read words with contractions 	<ul style="list-style-type: none"> • Decode automatically and fluently • Recognise and read alternative sounds for graphemes • Read most words containing common suffixes • Read most common exception words • Read words of 2 or more syllables • Read most words without overt sounding out and blending • Sound out most unfamiliar words accurately 	<ul style="list-style-type: none"> • Read further common exception words, noting the unusual correspondences between spelling and sound • Read accurately and at a speed that is sufficient to focus on comprehension rather than decoding • Apply knowledge of root words, prefixes and suffixes to read aloud • Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words 	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words • Read further common exception words, noting the unusual correspondences between spelling and sound • Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words 	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to read aloud • Read further exception words, noting the unusual correspondence between spelling and sound • Attempt pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words • Re-read and read ahead to check for meaning 	<ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes to read aloud • Use combined knowledge of phonemes and word derivations to pronounce words correctly • Attempt the pronunciation of unfamiliar words, drawing on prior knowledge of similar looking words • Read fluently, using punctuation to inform meaning
Comprehension	<p>Comprehension ELG</p> <ul style="list-style-type: none"> • Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary • Anticipate – where appropriate – key events in stories • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, 	<ul style="list-style-type: none"> • Discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently • Say what they like and dislike about a book • Discuss the significance of the title and events • Predict what might happen next • Retell key stories orally 	<ul style="list-style-type: none"> • Check that the text makes sense as they read and correct any inaccurate reading • Answer questions about the text • Make some inferences based on what they have read • Retell a wide range of stories • Discuss the sequence of events in books and how they are related to each other 	<ul style="list-style-type: none"> • Read a range of fiction, poetry, plays and non-fiction texts • Use dictionaries to check the meaning of words they have read • Identify themes and conventions in a range of books • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions 	<ul style="list-style-type: none"> • Discuss a wide range of fiction, poetry, plays and non-fiction • Use dictionaries to check the meaning of words they have read • Identify themes and conventions in a wide range of books • Check that the text makes sense, discussing understanding and explaining the meaning of words in context 	<ul style="list-style-type: none"> • Check that the text makes sense, discuss understanding and explore the meaning of words in context • Summarise the main ideas drawn from more than one paragraph • Identify key details that support the main ideas • Retrieve, record and present 	<ul style="list-style-type: none"> • Read aloud with intonation that shows understanding • Work out the meaning of words from the context • Explain and discuss understanding of what has been read • Draw inferences and justify these with evidence • Predict what might happen from details stated and implied

	<p>rhymes and poems and during role-play.</p> <p>Listening, Attention and Understanding ELG</p> <ul style="list-style-type: none"> • 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 • Make comments about what they have heard and ask questions to clarify their understanding <p>Speaking ELG</p> <ul style="list-style-type: none"> • Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate 		<ul style="list-style-type: none"> • Talk about and give an opinion on a range of texts • Ask and answer questions • Make predictions based on what has been read 	<ul style="list-style-type: none"> • Predict what might happen from details stated and implied • Retrieve and record information from non-fiction • Justify views about age-appropriate books • Use contents pages and indexes to locate information • Ask relevant questions to get a better understanding of a text 	<ul style="list-style-type: none"> • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Justify inferences with evidence • Predict what might happen from details stated and implied • Identify main ideas drawn from more than one paragraph and summarise them • Retrieve and record information from non-fiction texts • Discuss words and phrases that writers use to engage and impact on the reader • Identify where a writer has used precise word choices for effect to impact on the reader • Build on others' ideas and opinions about a text in discussion 	<p>information from non-fiction</p> <ul style="list-style-type: none"> • Provide reasoned justifications for views about a text • Identify the conventions of different types of writing • Use contents pages and indexes to locate information and apply these skills across the curriculum • When reading non-fiction, know what information is needed to look for before beginning a task • Understand some of the technical terms needed for discussing what is being read e.g. metaphor, simile, imagery etc. 	<ul style="list-style-type: none"> • Be familiar with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from literary heritage and books from other cultures and traditions • Check that the text makes sense • Discuss understanding and explore the meaning of words in context • Summarise the main ideas drawn from more than one paragraph • Identify key details and use quotations for illustration • Evaluate how authors use language including figurative language, considering the impact on the reader • Evaluate how effectively texts are structured and presented • Make comparisons within and across books • Recommend texts to others and give reasons for the recommendation
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