



Rowsley Church of England Primary School

Progression in Reading

'Blessed is he who reads'

Source: <https://bible.knowing-jesus.com/topics/Reading.> (Revelation 1:3)

"Life in all its fullness." John 10:10

	EYFS & Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • Apply phonic knowledge to decode words • Speedily read all 40+ letters/groups for 40+ phonemes • Read accurately by blending taught GPC • Read common exception word • Read common suffixes (-s, - es, - ing, -ed, etc.) • Read multi syllable words containing taught GPCs • Read contractions and understanding use of apostrophe • Read aloud phonetically decodable texts 	<ul style="list-style-type: none"> • Secure phonic decoding until reading is fluent • Read accurately by blending, including alternative sounds for graphemes • Read multi-syllabic words containing these graphemes • Read common suffixes • Read exception words, noting unusual correspondences • Read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Listen to and discuss a wide range of poems, stories and 	<ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, 	<ul style="list-style-type: none"> • Listen to and discuss a wide range of fiction, poetry, 	<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide 	<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide

	<p>non-fiction at a level beyond that at which they can read independently</p> <ul style="list-style-type: none"> • Link what they read or hear read to their own experiences 	<p>contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>plays, nonfiction and reference books or textbooks</p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes 	<p>plays, nonfiction and reference books or textbooks</p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes 	<p>range of fiction, poetry, plays, nonfiction and reference books or textbooks</p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes. • Making comparisons within and across books 	<p>range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <ul style="list-style-type: none"> • Reading books that are structured in different ways and reading for a range of purposes • Making comparisons within and across books
Familiarity with Texts	<ul style="list-style-type: none"> • Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics 	<ul style="list-style-type: none"> • Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • Recognise simple recurring literary language 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Increase 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 • Identify and discuss themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate 	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action 	<ul style="list-style-type: none"> • Learning a wider range of poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding 	<ul style="list-style-type: none"> • Learning a wider range of poetry by heart • Prepare poems and plays to read aloud and to perform, showing understanding

		intonation to make the meaning clear	<ul style="list-style-type: none"> Recognise some different forms of poetry 	<ul style="list-style-type: none"> Recognise some different forms of poetry 	through intonation, tone and volume so that the meaning is clear to an audience	through intonation, tone and volume so that the meaning is clear to an audience
Word Meanings	<ul style="list-style-type: none"> Discuss word meanings, linking new meanings to those already known 	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <ul style="list-style-type: none"> Discussing their favourite words and phrases 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read 		
Understanding	<ul style="list-style-type: none"> Drawing on what they already know or on background information and vocabulary provided by the teachers. Checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> 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 teachers Checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> 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 Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> 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 Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	<ul style="list-style-type: none"> discuss the significance of the title and events make inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence

Prediction	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • Predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> • Predicting what might happen from details stated and implied
Authorial Intent			<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • Discussing words and phrases that capture the reader's interest and imagination • Identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Non- Fiction		<ul style="list-style-type: none"> • Being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction
Discussing Reading	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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

		they read for themselves			presentations and debates. • Provide reasoned justifications for their views	presentations and debates. • Provide reasoned justifications for their views
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