

Reading Progression		Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1	Use a range of strategies including accurate decoding of text to read for meaning.	<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"> • Apply phonic knowledge and skills as the route to decode words. • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. • Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Read other words of more than one syllable that contain taught GPCs. • Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) • Read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • Reread these books to build up their fluency and confidence in word reading. • Children can read at a pace of 60 words per minute. 	<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. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the same graphemes as above. • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. • Read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. • Reread these books to build up their fluency and confidence in word reading. • Read stories and passages at the pace of 90 words per minute. • Read all sounds in words, including multisyllabic words, with little or no hesitation. • Reading takes account of punctuation(. ! ? , ... “ ”) 	<ul style="list-style-type: none"> • Can read with an expressive reading voice, taking into account all year 2 punctuation and begin to use character voices. • Can read with fluency and understanding. • Can use a range of strategies to decode unfamiliar words effectively. • Can read with an expressive reading voice, taking into account a wide range of punctuation. • Can use appropriate character voices. • Is beginning to read ahead to look for clues to determine meaning. 	<ul style="list-style-type: none"> • Can apply a wide range of decoding strategies to read different texts fluently and accurately. • Can read ahead to look for clues to determine meaning. • Can read a wide range of texts fluently and accurately. • Does show an awareness of the listener through the use of pauses, emphasis and pace to entertain and maintain interest. • Does understand how the meaning of a sentence is shaped by punctuation, word order, connectives and openers 	<ul style="list-style-type: none"> • When reading aloud the child can use text as a script, manipulating roles and language to engage the listener 	

2	Understand, describe, select or retrieve information, events or ideas and use quotation and reference from text.	<ul style="list-style-type: none"> • Can demonstrate an understanding of what has been read by retelling stories and narratives using their own words and recently introduced vocabulary. • Can anticipate (where appropriate) key events in stories. • Can use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, poems and during role play • Can recall the main parts of a familiar text. • Can begin to locate information about characters. • Can begin to use a contents page to find information. 	<ul style="list-style-type: none"> • Can discuss word meanings, linking new meanings to those already known • Can understand both the books they can already read accurately and fluently and those they listen to • Can draw on what they already know or on background information and vocabulary provided by the teacher to develop their understanding of the text. • Can recall specific information about the text including main events and characters • Can sequence events within the story. • Can locate specific information within the text. 	<ul style="list-style-type: none"> • Can recognise simple recurring literary language in stories and poetry. • Can discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Can discuss their favourite words and phrases. • Can describe their favourite story/character and give reasons why. • Can check that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • Can recall the main points of a text and begin to decipher which are the most relevant points. • Can locate specific information and refer to it in order to support comments. • Can locate quotes to justify answers (may lack focus). • Can recall all of the main points of the text accurately. 	<ul style="list-style-type: none"> • Can quickly locate specific information and refer to it in order to support comments. • Can locate quotes to justify answers (may lack focus). • Can recall the main points of a text and begin to decipher which are the most relevant points with increasing accuracy and speed. • Can locate relevant quotes to justify answers and begin to be selective in the quotations chosen. 	<ul style="list-style-type: none"> • Can begin to identify the most relevant points using information from all sections of the text. • Can begin to locate information from more than one source / section of a text to support comments. • Can select appropriate quotations from a section of text which justify comments. 	<ul style="list-style-type: none"> • Can locate information from more than one source / section of a text to give persuasive answers to questions. • Can identify the most relevant points using information from all sections of the text. • Can begin to summarise information from different sources. • Can quickly locate the relevant sections, from different texts, that will support a specific comment.
3	Deduce, infer or interpret information, events or ideas from text.	<ul style="list-style-type: none"> • Within verbal guided questioning can give simple inference-based responses. • Can make simple predictions about the stories being shared with them. 	<ul style="list-style-type: none"> • Can check that the text makes sense to them as they read and correct inaccurate reading. • Can discuss the significance of the title and events. • Can make inferences on the basis of what is being said and done. • Can predict what might happen on the basis of what has been read so far. • Can participate in discussion about what is read to them, taking turns and listening to what others say. • Can explain clearly their understanding of what is read to them. 	<ul style="list-style-type: none"> • Can make inferences on the basis of what is being said and done • Can answer and ask questions • Can predict what might happen on the basis of what has been read so far. • Can participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say. • Can explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<ul style="list-style-type: none"> • Can make inferences based on a single point of reference to the text. • Comments show that they understand the meaning of the text and are becoming proficient at inferring word meaning. 	<ul style="list-style-type: none"> • Can make inferences based on a single point of reference and begin to locate other points within the text which support comments. • Can make inferences which are often correct based on evidence from different parts of the text but cannot always root these securely in the text. 	<ul style="list-style-type: none"> • Is beginning to develop explanations of inferred meaning based on evidence from different points in the text. • Can make inferences which are often correct based on evidence from different parts of the text with increasing accuracy. 	<ul style="list-style-type: none"> • Can give a developed explanation of inferred meaning based on a range of textual evidence. • Can make conclusions about characters based on their speech and actions.
4	Identify and comment on the structure and organisation of texts, including grammatical and presentational features.	<ul style="list-style-type: none"> • Can name some of the features of a fiction and non-fiction book. 	<ul style="list-style-type: none"> • Can comment on how fiction and non-fiction texts are organised and sequenced. • Has some awareness of the types of punctuation they might see in a book. • Is beginning to understand why some features of organisation are used (eg diagrams and bullet points). 	<ul style="list-style-type: none"> • Is aware of how fiction and non-fiction texts are organised and sequenced and is beginning to understand why certain features are used. • Has an awareness of the types of punctuation they will find in fiction and non-fiction texts and why these may be used. 	<ul style="list-style-type: none"> • Can name a wide range of organisational features and explain why these are used. • Is beginning to understand why a text has been organised in a certain way (eg describes incident first then goes back to tell you why the child was in the road). 	<ul style="list-style-type: none"> • Can comment on the structural choices made by the author. Understands why they have made these choices and can begin to offer alternative organisational devices. • Understands why a fictional text has been sequenced in a certain way. 	<ul style="list-style-type: none"> • Comments show that they have a good understanding of the reasons why writers have structured and organised texts in a certain way. • Can begin to explain the effect their choices have on the reader. 	<ul style="list-style-type: none"> • Can discuss and evaluate how the structural and organisational choices support writers' themes and purposes and can support this with references to the text. • Can explain the effect writers' choices have on the reader with confidence.

				<ul style="list-style-type: none"> Can name some organisational features of texts and comment on why these are used, including punctuation. 	<ul style="list-style-type: none"> Can name a wide range of organisational features and explain why these are used. 	<ul style="list-style-type: none"> Understands how paragraphs are used and linked in texts. 		
5	Explain and comment on writers' use of language inc. grammatical and literary features at word and sentence level.	<ul style="list-style-type: none"> Can tell you what they think about a text and begin to give a reason (mainly linked to own experience). Can begin to give a few simple comments about my preferences linked to my own experiences. 	<ul style="list-style-type: none"> Can begin to identify some familiar patterns of language (eg once upon a time, time words). Can give plausible reasons why an author might have chosen a particular word independently. Can show you where writers have used effective words (eg slimy, dull). Notices familiar patterns of language. 	<ul style="list-style-type: none"> Can show you where writers have used effective words (eg slimy, dull) and when prompted Can begin to tell you why they have chosen these words Can comment on writers' purposes at a basic level. Can give a personal response to the books, characters, themes etc. but have little awareness of how the writer intends the reader to feel. 	<ul style="list-style-type: none"> Can identify the main purpose of the text (eg to inform, give instruction). Is becoming aware that the writer has a point of view. 	<ul style="list-style-type: none"> Can show you words which they think are effective and begin to tell you why and they can begin to offer alternative word choices which would have a similar effect. Can identify and comment on expressive, figurative and descriptive language to create effect. Can identify and describe a writer's style. Can identify the features of writers' use of language and is beginning to comment on their effect on the reader. Can show you words which they think are effective and begin to tell you why. Is beginning to comment on examples of how authors express different moods, feelings and attitudes. 	<ul style="list-style-type: none"> Can begin to analyse how the author has chosen a range of language features to convey different messages, moods, feelings and attitudes. Can identify a range of features of writers' use of language and comment on their effect on the reader. Is becoming proficient at identifying words which have been chosen for a particular effect. Can identify and describe a writer's style and give examples from texts. 	<ul style="list-style-type: none"> Can analyse various features of writers' use of language with some explanation (eg as story climaxes sentences become short which creates tension). Can identify unusual language and tell you why it has been used (eg ink up is a good way to describe the ripening blackberries). Can compare and contrast styles of writers providing evidence and explanation.
6	Identify and comment on writers' purposes and viewpoints and the overall effect of the text on the reader.	<ul style="list-style-type: none"> Can tell you what they think about a text and begin to give a reason (mainly linked to own experience). Can begin to give a few simple comments about their preferences linked to their own experiences. 	<ul style="list-style-type: none"> Can comment on writers' purposes and viewpoints at a basic level. Can give simple statements about likes and dislikes of texts and give some valid reasons. 	<ul style="list-style-type: none"> Can comment on writers' purposes at a basic level. Can give a personal response to the books, characters, themes etc. but have little awareness of how the writer intends the reader to feel. Can identify the main purpose of the text (eg to inform, give instruction). 	<ul style="list-style-type: none"> Can identify the main purpose of the text. Comments show that they have a basic awareness of writers' viewpoints. Can begin to tell you how the text makes them feel about the characters, themes and issues. 	<ul style="list-style-type: none"> Can clearly identify the main purpose. Is beginning to understand the overall effect on the reader (eg the way she uses 'rat like' makes him sound horrible). Can make comments which show they have some awareness of writers' viewpoints (eg he tells you all the good points about the zoo but leaves out all the negatives). Can comment on the overall effect of the text on the reader. 	<ul style="list-style-type: none"> Can identify the writer's viewpoint with some explanations. Is beginning to give a summary of the text in which I can identify its main purpose Can declare and justify personal preferences for writers and types of text. 	<ul style="list-style-type: none"> Can give a concise summary of the text's purpose (eg the writer is against war and wants to persuade you to agree). Authors' viewpoints are clearly identified with explanations. Has an awareness of the effect of the text on the reader and can give explanations beyond personal preference.
7	Relate texts to their social, cultural and historical traditions.	<ul style="list-style-type: none"> Can make predictions based on the pattern of events in familiar and traditional stories (eg Prince defeats dragon, baddies meet sticky ends). 	<ul style="list-style-type: none"> Is beginning to recognise that texts are set in different times and places. 	<ul style="list-style-type: none"> Can identify the setting and period in which the book is set. Is becoming aware when a book is set in a different culture. 	<ul style="list-style-type: none"> Can begin to see similarities in the books written by the same author. Can begin to make comments on the social, historical and cultural settings in the book. Is beginning to make connections between texts about the same characters and those with similar plots, settings and themes. 	<ul style="list-style-type: none"> Can independently make comment about connections between texts, based on plot, characters, themes and authors. Can make simple comment about what a text reveals about social, cultural and historical backgrounds. 	<ul style="list-style-type: none"> Can identify and comment on features that are common to different texts or versions of the same text (eg characters, settings, presentational features). Is beginning to understand how the meaning and effect of a text can be dependent on the readers or writers context. 	<ul style="list-style-type: none"> Can comment on text conventions and identify similarities and differences between texts or versions of the same text. Can give some explanation of how the context in which the text was written contributes to its meaning.