

ST JOHN'S C OF E PRIMARY SCHOOL

READING PROGRESSION OVERVIEW



Year 1 Reading	Word Reading	Comprehension
Emerging	Pupils who have achieved ELG's but are not demonstrating the required descriptors to meet Expected by the end of the year are Emerging.	
Expected	Apply phonic knowledge to decode words and sound digraphs, trigraphs and split digraphs.	Listen to, discuss and enjoy a wide range of poems and stories and non-fiction at a level beyond that which they can read independently.
	Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.	Become familiar with key stories, fairy stories and traditional tales; retell them; know their characteristics. (I.e. Once upon a time/the big bad wolf, what happens to good characters and villains?)
	I can blend simple CVC and CVCC words	Link what they read to their own experiences.
	Read accurately by blending sounds in unfamiliar words containing GPCs taught.	Recognise and join in with predictable phrases in poems and stories.
	Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.	Appreciate some rhymes and poems; recite some by heart.
	Read words with the endings -s, -es, -ing, -ed, -er and -est.	Discuss the meanings of new words, linking them to words already known.
	Read words of more than one syllable which contain GPCs known.	Listen to, discuss and enjoy a range of non-fiction texts; draw on what they already know, and on background information and vocabulary provided by the teacher. Use the title and blurb to help understand what the text is about.
	Read contractions e.g. I'm, can't, we'll, I'll. Know that apostrophes represent omitted letters.	Check that texts make sense when reading; self-correct and re-read inaccurate reading.
	Read some phonically-decodable books, closely matched to phonic knowledge.	Identify and talk about the significance of the title, events and key points.
	Read pseudo (alien) words with accuracy, including vowel digraphs and trigraphs.	Infer on the basis of what is said and done e.g. know that Jack is scared of the giant because he is hiding; the princess is sad because she has lost her ring. Use picture clues to support reading simple texts.
	Know the function of full stops and show this when reading.	Predict what might happen on the basis of what has been read so far e.g. the boy will be in trouble for stealing the buns. Participate in discussion about what is read to them, taking turns and listening to others.
	Re-read these books to build up their fluency and confidence in word reading.	Explain clearly their understanding of what is read to them and recognise the differences between fiction and non-fiction texts. Discuss some simple features: changes in font size, details in illustrations or diagrams and identify when somebody is speaking.
Exceeding	Apply phonic knowledge confidently and accurately to decode appropriate words.	Listen to, discuss and enjoy a wide range of poems and stories at a level beyond that which they can read independently; offer contribution to discussion; raise questions; explain opinions.
	Respond automatically with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.	Securely know a range of key stories, fairy stories and traditional tales; retell them orally with confidence and without support; retell in writing.
	Confidently blend sounds where appropriate, in unfamiliar words.	Link what they read to their own experiences.
	Read the full range of common exception words for YR 1 (Spelling appendix 1).	Join in automatically with predictable phrases in poems and stories.
	Read words with a range of suffixes, including -s, -es, -ing, -ed, -er and -est.	Discuss and clarify the meanings of more challenging words, using other known vocabulary to support explanation.
	Independently read words of more than one syllable, appropriate to age-related texts.	Quickly identify when reading has not made sense, or punctuation misinterpreted; re-read and self-correct without prompting.
	Automatically read contractions and know the omitted letters that the apostrophes represent e.g. don't, won't, doesn't, we'll, couldn't, didn't.	Understand and explain how the title relates to the events or information within the text.
	Read pseudo (alien) words with accuracy and fluency.	Make inferences with confidence, on the basis of what is said and done. Make credible predictions on the basis of what has been read so far. Make useful contributions in discussion about what is read to them, responding to what others say. Explain clearly their understanding of what is read to them.

Year 2 Reading	Word Reading	Comprehension
Emerging	Pupils who have achieved Year 1 Expected but are not demonstrating the required descriptors to meet Expected by the end of the year independently are Emerging.	
	Expected	Apply phonic knowledge and skills consistently to decode quickly and accurately including polysyllabic words.
Decode alternative sounds for graphemes.		Listen to, discuss and express views about a wide range of contemporary and classic poetry, some of which they can read independently.
Read most words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.		Listen to, discuss and express views about a wide range of stories at a level beyond that which they can read independently. Take account of what others say.
Read most common exception words which have been taught, including most words from the YR2 Spelling appendix e.g. because, beautiful, everybody, should, whole, parents, money.		In a book that they can already read fluently, the pupil can: Show understanding of texts read independently; self-correct misread words and sentences and check it makes sense to them.
In age-appropriate books read most words without overtly segmenting and blending, once they are familiar, e.g. at over 90 words per minute.		Know and retell a wide range of stories, fairy stories and traditional tales. Discuss and sequence the events in books and how items of information are related. In a book they read accurately and fluently, make some inferences on the basis of what is said and done; explain and predict according to what has been read so far and how these events result in the final outcome.
Read some phonically-decodable books with fluency; in age-appropriate books sound out unfamiliar words automatically.		Discuss and express views and purpose of a range of non-fiction texts which are structured in different ways. Discuss and clarify the meaning of new words; discuss favourite words and phrases. Recognise simple recurring literary language in stories and poetry and identify how vocabulary choice can affect meaning. Recite a repertoire of poems learnt by heart, using appropriate intonation.
Exceeding		Use phonic knowledge and skills to read automatically and with fluency.
	Confidently and independently read words with common suffixes and understand their effect on the word.	Show clear comprehension of texts read independently; re-read and self-correct after misreading; comprehend more challenging vocabulary. Know and accurately retell a wide range of stories, both orally and in writing, adding sufficient detail. Discuss sequence of events accurately, and how items are related.
	Automatically read a wide range of common exception words in Appendix 1, YR 2.	Make inferences and plausible predictions on the basis of information given. Make links between the book they are reading and other books they have read. Discuss and express views about a range of non-fiction texts, drawing comparisons and explaining viewpoint. Discuss and identify the meaning of new words, sometimes independently; justify favourite words and phrases; apply in writing.
	Use segmenting and blending only occasionally, when required for new words.	Recognise and discuss simple recurring literary language. Recite by heart a repertoire of poems, both independently and in groups, using appropriate intonation to interest the audience.

Year 3	Word Reading	Comprehension
Emerging	Pupils who have achieved Year 2 Expected but are not demonstrating the required descriptors to meet Expected by the end of the year independently are Emerging	
Expected	Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding.	Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; begin to know preferred authors and text types; talk about books enjoyed both in and out of school. Listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.
	Read most common exception words by sight (including all those in the YR 2 Spelling appendix) noting unusual correspondence between spelling and sound.	Listen to and discuss a range of non-fiction and reference books that are structured in different ways; identify their particular characteristics; recognise typical presentational features. Identify themes and conventions in a range of texts e.g. identify a theme of ‘journeys’ or ‘invasion’; recognise the conventions of a fairy story or play; recognise how a non-fiction text is often organised and presented (including typical language features).
	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Recognise some different forms of poetry, such as shape poems, free verse or narrative; explain their differences. Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words and those which are not immediately obvious.
	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Predict what might happen from details stated and implied. Explain the meaning of words in context; use a dictionary to check meanings. Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
	Prepare poems and play scripts to read aloud and perform.	Explain and discuss their understanding of the text e.g. explain events; describe a character’s actions and directly quote from the text to inform and support thoughts and discussion.
	Show appropriate intonation and volume when reciting or reading aloud, taking in to account punctuation including . ? , ! “ ”	Retrieve and record information from non-fiction texts. And scan for a general impression of texts. I can use text marking to support my retrieval of ideas from texts (e.g. highlighting and notes in the margin) Identify how language, structure and presentation contribute to meaning e.g. that the word ‘trembling’ indicates that the kitten is scared; that the text box provides a list of quick facts. Discuss words and phrases that capture the reader’s interest and imagination. During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.
	Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding.	Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; name preferred authors and text types, drawing comparisons; discuss books enjoyed both in and out of school; know how to locate books in a library. Listen to, discuss, express and justify views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently.
	Read almost all familiar common exception words by sight, noting unusual correspondence between spelling and sound.	Listen to and discuss a range of non-fiction and reference or text books, that are structured in different ways; identify their particular characteristics confidently and without support; identify typical presentational features.
	Know the full range of GPCs; use phonic skills consistently and automatically to address unfamiliar or challenging words.	Identify themes and conventions in a range of texts e.g. identify a theme of ‘poverty’ or ‘life cycles’; recognise the conventions of a legend or play; recognise how a non-fiction books is presented in order to better inform the reader.
	Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Recognise several different forms of poetry, such as shape poems, free verse or narrative; explain their differences of style and layout. Without prompting, draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives, from their actions or words.
Independently or in small groups, prepare poems and play scripts to read aloud and perform.	Provide credible predictions about what might happen, within the context. Explain the meaning of words in context; use dictionary independently. Re-read automatically to ensure that the text makes sense, reading to the punctuation. Explain, with sufficient detail, their understanding of the text e.g. explain events; describe a character’s actions.	
Show appropriate intonation and volume when reciting or reading aloud, taking in to account punctuation including . ? , ! “ ” - -	Retrieve and record information confidently from non-fiction texts. Identify how language, structure and presentation contribute to meaning e.g. that the word ‘threatening’ means that the storm is close and could be dangerous; that the use of bold font makes the important facts stand out. Discuss and explain vocabulary that captures the reader’s imagination. During discussion about texts, ask relevant questions to improve their understanding; takes turns and build on what others have to say.	

Year 4	Word Reading	Comprehension	
Emerging	Pupils who have achieved Year 3 Expected but are not demonstrating the required descriptors to meet Expected by the end of the year independently are Emerging		
Expected	Read with fluency a range of age-appropriate text types from those specified for YRs 3 and 4. Read at a speed sufficient for them to focus on understanding.	Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. Listen to, discuss and express views about a wide range of fiction, poetry and plays. Justify comments by referring to the text.	
	Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.	Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; recognise typical presentational features.	
	Read most common exception words effortlessly, noting unusual correspondence between spelling and sound.	Identify themes and conventions in a range of texts e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.	
	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Recognise several different forms of poetry, such as free verse, rhyming, shape, narrative, humorous; explain their differences.	
	Determine the meaning of new words by applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous.	Draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words. Draw comparisons and refer to the texts.	
	Prepare poems and scripts to read aloud and perform. Demonstrate understanding by using appropriate intonation and volume when reciting or reading aloud.	Predict what might credibly happen from details stated and implied, quoting directly from the text. Explain the meaning of words in context; use dictionary to check meaning. Check the text makes sense, reading to the punctuation and habitually re-reading.	
	I can skim and scan to identify key ideas within a text.	Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes; the different ways to make a cake.	
		Identify and summarise main ideas drawn from more than one paragraph e.g. a poem about funny relatives; a persuasive message to recycle rubbish.	
		Retrieve and record information from non-fiction texts effectively, using techniques such as text-marking and using indexes.	
		Identify how language, structure and presentation contribute to meaning e.g. that the word 'threatening' means that a storm is close and could be dangerous; the introduction leads you into the text; each paragraph describes a different character.	
		Discuss words and phrases that capture the reader's interest and imagination.	
		During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say whilst referring to the text.	
	Exceeding	Read with fluency and automaticity a range of age-appropriate text types from those specified for YRs 3 and 4.	Fully engage with and enjoy reading a wide range of texts, making choices and explaining preferences; justify preferred authors and text types, drawing comparisons; know how to locate books in a library.
		Read almost all common exception words automatically, noting unusual correspondence between spelling and sound.	
Determine the meaning of new words by confidently applying knowledge of root words and their affixes e.g. immature, impatient, international, autobiography, frantically, vigorous, spontaneous.		Listen to, discuss, express and justify views about a wide range of fiction, poetry and plays.	
		Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their particular characteristics confidently and independently; identify typical presentational features.	
		Independently or in groups, identify themes and conventions in a range of texts. Make comparisons.	
		Recognise, compare and evaluate several different forms of poetry.	
Independently or in small groups, prepare poems and play scripts to read aloud and perform. Show appropriate intonation, tone, expression and volume when reciting or reading aloud.		Without prompting, draw inferences and justify with evidence e.g. characters' feelings, thoughts and motives, from their actions or words.	
		Provide credible and insightful predictions about what might happen.	
		Explain the precise meaning of words in context; use dictionary independently.	
Use phonic skills automatically where relevant, to address unfamiliar or challenging words.		Re-read automatically to ensure that the text makes sense, reading to the punctuation.	
		Provide explanations which show their high level of understanding of the text.	
		Confidently identify and summarise main ideas drawn from more than one paragraph.	
I can read 'between the lines', using clues from action, dialogue and description to interpret meaning and/or explain what characters are thinking/feeling and the way that they act.		Retrieve and record information competently from non-fiction texts.	
		Identify how language, structure and presentation contribute to meaning.	
	Discuss and precisely explain vocabulary that captures the reader's imagination.		
	During discussion about texts, ask relevant questions to improve their understanding; Take turns and build on what others have to say.		

Year 5 Reading	Word Reading	Comprehension
Emerging	Pupils who have achieved Year 4 Expected but are not demonstrating the required descriptors to meet Expected by the end of the year independently are Emerging	
Expected	Fluently and automatically read a range of age-appropriate texts from the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.	<p>Read and enjoy a growing repertoire of texts, both fiction and non-fiction.</p> <p>Be familiar with the text types specified in the YR 5-6 programme of study.</p> <p>Recommend books they have read to their peers, giving reasons.</p> <p>Discuss and comment on themes and conventions in a variety of genres.</p> <p>Read and recite age-appropriate poetry which has been learned by heart.</p>
	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.	<p>Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. bullet points; how a letter is set out; introductory paragraphs.</p> <p>Discuss their understanding of the meaning of words in context, finding other words which are similar.</p> <p>Discuss and evaluate how authors use language, including figurative language (e.g. simile, imagery) and its effect on the reader.</p>
	Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.	<p>Readily ask questions to enhance understanding.</p> <p>Make comparisons within and across texts and different media e.g. compare two ghost stories.</p> <p>Draw inferences and justify these with evidence from the text e.g. explain how a character's feelings changed and how they know this; make predictions.</p>
	Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.	Distinguish fact from opinion with some success.
	I understand the history of words and the relationship between them to help me read unknown polysyllabic words.	<p>Retrieve, record and present information from non-fiction texts.</p> <p>Identify, collate, discuss and summarise main ideas from more than one paragraph and the specific intentions of the author, identifying key details which support these.</p>
	I can skim and scan texts to develop my retrieval and recording skills.	<p>Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.</p> <p>Explain what they know or have read, including through formal presentation and debate, using notes where necessary.</p>
Exceeding	Fluently and effortlessly read a wide range of age-appropriate texts from some of the following: modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.	<p>Read frequently and enjoy a wide repertoire of texts, both fiction and non-fiction.</p> <p>Identify confidently many of the text types specified in the YR 5-6 programme of study including mixed-genre texts.</p> <p>Competently recommend books to their peers, giving substantiated reasons.</p> <p>Discuss and comment on themes and conventions in a variety of genres.</p> <p>Recite confidently more challenging poetry which has been learned by heart.</p> <p>Explain and comment on the purpose of the language, structure and presentation of texts, clearly understanding how they contribute to meaning.</p>
	Determine with confidence the meaning of new words by applying morphological knowledge of root words and affixes from the YR 5-6 Spelling appendix.	<p>Discuss their understanding of the meaning of challenging vocabulary in context.</p> <p>Discuss and evaluate how authors use language, including figurative language (e.g. simile, metaphor, imagery) and its effect on the reader.</p>
	With little guidance, use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.	<p>Readily ask pertinent questions to enhance understanding.</p> <p>Make comparisons within and across texts e.g. compare two works by one author.</p> <p>Draw inferences and justify these with evidence from the text e.g. explain how and why a character's feelings changed, how they know this; make considered predictions.</p> <p>Distinguish fact from opinion, with an awareness of ambiguity.</p>
Explain what they know or have read, including through formal presentation and debate, using notes where necessary.		

Year 6 Reading	Word Reading	Comprehension
Emerging	Pupils who have achieved Year 5 Expected but are not demonstrating the required descriptors to meet Expected by the end of the year independently are Emerging.	
Expected	Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage, including whole novels; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.	Demonstrate a positive attitude by frequently reading a wide range of texts for pleasure, both fiction and non-fiction.
		Show familiarity with different text types specified in the YR 5-6 programme of study.
		Recommend books to others, giving reasons for their choices; state preferences.
		Accurately identify and comment on the features, themes and conventions across a range of writing, and understand their use.
		Demonstrate that they have learned a wide range of poetry by heart.
	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.	Use contextual evidence to make sense of the text; explore finer meanings of words; show, discuss and explore their understanding of the meaning of vocabulary in context.
		Identify the effect of language, including figurative; explain and evaluate its effect e.g. impact of a word or phrase on the reader; the suitability of a chosen simile; personification.
		During discussion, ask pertinent questions to enhance understanding.
	Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.	Make accurate and appropriate comparisons within and across different texts.
		Make developed inferences e.g. characters' thoughts and motives, or identify an inferred atmosphere; explain and justify with textual evidence to support reasoning; make predictions which are securely rooted in the text.
		Distinguish between fact and opinion.
		Retrieve, record and present information from non-fiction texts.
Identify key details which support main ideas; summarise content drawn from more than one paragraph; use quotations to illustrate viewpoint		
Participate in discussion about texts (including making comparisons of different author's styles), expressing and justifying opinions, building on ideas and challenging others' views courteously.		
Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic.		
Exceeding	Fluently and effortlessly read the full range of age-appropriate texts: modern fiction and those from our literary heritage, including whole novels; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books.	Demonstrate a positive attitude by frequently reading a wide range of highly challenging or sophisticated texts, both fiction and non-fiction.
		Show confidence with different text types specified in the YR 5-6 programme of study.
		Recommend books to their peers, giving detailed reasons for their choices; state and substantiate reading preferences.
		Accurately and independently identify and comment on the features, themes and conventions across a range of writing, including more obscure or underlying themes.
	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. tolerance, substantial.	Demonstrate that they have learned a wide range of poetry by heart.
		Identify language, structural and presentational features in texts (e.g. idiom, rhetoric, imagery, sub-plots, sentence structures which mimic content); explain how they contribute to meaning.
		Use contextual evidence to further explore the text; identify finer meanings of words; discuss and explore their understanding of challenging vocabulary.
	Able to pronounce homophones or near homophones appropriately e.g. advice /advise; prophecy/prophesy.	Identify, explain and evaluate the effect of figurative language e.g. impact of a phrase on the reader; suitability of a chosen simile; personification.
		Ask probing questions to enhance understanding; pose hypotheses.
		Make accurate and insightful comparisons within and across different texts.
	Use appropriate intonation, tone and volume when reciting or reading aloud to an audience, to make the meaning clear.	Draw inferences including hidden meanings or play on words; explain and justify with textual evidence to support reasoning; make prediction which are securely rooted in the text.
		Distinguish between fact and opinion; discuss ambiguity between the two.
		Retrieve, record and present information from non-fiction texts, independently and creatively.
		Confidently summarise content drawn from more than one paragraph; independently refer to quotations which illustrate viewpoint.
		Participate in discussion about texts, expressing and justifying opinions, building on ideas and challenging others' views courteously.
Explain their understanding of what they have read, including through formal presentation and debate, maintaining a focus on the topic.		