

| Reading Progression Across Primary School. | | | | | | | | |
|---|-------------------------------|---|---|--|---|---|--|--|
| | | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| Skill focus: Word Reading | Accuracy | Uses phonic knowledge to decode regular words and read them accurately responding speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. | Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. | Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words that they meet. | Applies their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. | | | |
| | | Begins to self correct inaccurate word reading. | Continues to self correct inaccurate word reading. | Self corrects inaccurate word reading. | Self corrects when sentence doesn't make sense, discussing their understanding and explaining the meaning of words in context. | | | |
| | | Reads the FS high frequency words. Reading books containing all the graphemes taught in Initial Code. | Reads Y1 High Frequency words. Reading books to turquoise level. | Can read most common exception words for year 2, noting unusual correspondence between spelling and sound. Reading books a white level. | Knows how to decode new words using phonic skills. Can read all of their year group's word list. | | | |
| | Fluency, Prosody, Performance | Joins in with repeated patterns and phrases. | Learns some simple poems and rhymes, performing some by heart. | | Reads poems and playscripts aloud, showing understanding through intonation, tone, volume and action; learning some poetry by heart. | | Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. | |
| | | Reads and re-reads texts, building blending skills to develop automaticity. | Begin to develop fluency for whole sentences. | Reads at a steady pace, above 90 words per minute. | Reads at least 120 words per minute by year 4. Matches pace of reading based on clues within text eg slows down when building suspense. | | Able to read in different ways for different purposes: close reading, skimming, scanning. | |
| | | Copies modelled voices when retelling stories, using a storytelling voice or intonation. | Able to change volume and intonation where appropriate. | Changes volume/intonation for punctuation.. Beginning to show awareness of how character voice sounds different to other text. | Begins to apply emotive expression through change of tone and volume. Adapts voice to reflect personalities of different character types. | | Able to read expressively conveying a wide variety of emotions through tone and volume. Adapts voice, volume and tone to reflect personalities of different character and genre types. | |
| Skill focus: Understanding and Comprehending | A | Discusses words and their meanings. | Able to identify words they do/don't understand. | Discusses and clarifies the meanings of words, linking new meanings to known vocabulary. | Starts to discuss and analyse the meaning of words that they have read, using morphology and etymology. Able to use different sorts of dictionaries to support learning vocabulary. | | Demonstrates a growing understanding, use and application of morphology and etymology to understand words and their meanings. Is able to offer alternative suggestions for word meanings. | |
| | 1A 2G | Discusses words and their meanings. | Identifies the words in a text that make specific contributions to meaning. | | Identifies how language contributes to meaning | | Identifies how language, structure and presentation choices contribute to meaning, mood or atmosphere. | |
| | C | Talks about what they have read. | Is able to discuss the significance of the title and main events. | Discusses the sequence of events in books and how items of information are related. | Identifies main ideas drawn from more than one paragraph and summarising these. | | Summarises the main ideas drawn from more than one paragraph, identifying key details that support main ideas. | |
| | B | Asks relevant questions. | | Locates relevant information. | | | Locates information using knowledge of text structure. | |
| | B | Answers simple questions verbally. | | Answers simple questions verbally and in writing. | Answers simple questions. | Uses evidence to answer. | Uses evidence to answer questions. | Chooses appropriate quotations to support answers. |
| | C | Makes accurate observations, in fiction and non-fiction texts. | Can summarise what has been read in a book, in fiction and non-fiction texts. | Summarises events in a paragraph, in fiction and non-fiction texts. | Summarises events/main ideas in a paragraph, in fiction and non-fiction texts. | | Prioritises key information and disregards irrelevant information when retelling, in fiction and non-fiction texts. | Summarises fiction and non-fiction texts in a variety of ways. |
| | D | | Gives reasons for title of a text. | Can give opinions about characters' thoughts and feelings. | Understands characters' thoughts and feelings. | | Draws inferences such as inferring characters' feelings, thoughts and feelings from their actions and justifying inferences with evidence. | |
| | D | | Makes inferences from characters' actions. | Makes inferences about characters' actions and speech. | Can give reasons for characters' actions. | Can give reasons and motives for characters' actions. | Understands how characters' actions show personality traits. | Recognises character types and roles in the text. |
| Skill focus: Thinking about what has been read. | B | Identifies non-fiction page features. | Uses indexes and contents pages to find information from non-fiction texts. | | Retrieves and records information from non-fiction. | | Distinguishes between statements of fact and opinion. | |
| | E | Listens to stories, accurately anticipating key events. | Makes simple predictions based on what has been read so far. | Predicts what might happen on the basis of what has been read so far. | Predicts what might happen from details stated and implied. | Predicts future events based on other stories. | Uses knowledge of characters and genre to inform predictions. | |
| | 1B 2F | Can join in with predictable/repeated phrases. | Can anticipate and join in with predictable/repeated phrases. | Recognises common features of stories and non fiction texts. | Comments on features of stories/non fiction text. | Comments on structure of whole text. | Comments on structure of whole text. | |
| | 1A 2F | Links what they have read to their own experiences | Discusses their favourite words and phrases | Starts to be able to describe the effect of different words and phrases on them. | Starts to discuss some words and phrases that capture the reader's interest and imagination. | Discusses words and phrases that capture the reader's interest and imagination. | Begins to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Makes connections between books, events and own experiences. | |
| | 1C 2H | Says whether or not they like a book. | Discusses favourite parts of text. | | Discusses favourite text types. | Discusses favourite text type providing reasons. | Comments on themes within a genre eg storms in horror stories. | |
| | 1B 2H | Can identify books about similar subjects. | Links learning to books they have read. | | Compares books, stating preferences. | Makes connections between books, events and characters | Responds at length to the views of others. | |
| | 1B 2H | Can compare own life experiences with events in books. | Links events in books to own life. | | Identifies common character types. | Makes connections between book themes. | Explains preferences giving detailed reasons. | |
| | 2F | Starts to understand people have different opinions about books. | Listens to the views of others and pays attention to alternative opinions. | Listens to the views of others. | Considers the views of others. | Responds to the views of others | Participates in discussion about books, building on their own and others' ideas challenging views courteously. | |