



## Panshanger Primary School Reading Progression Document



### National Curriculum Aims and Objectives - Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for reading aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word reading – phonics and decoding</b>	<ul style="list-style-type: none"> <li>• enjoy rhyming and rhythmic activities</li> <li>• show an awareness of rhyme and alliteration</li> <li>• recognise rhythm in spoken words</li> <li>• continue a rhyming string</li> <li>• hear and say the initial sound in words</li> <li>• segment the sounds in simple words and blend them together</li> <li>• link sounds to letters, naming and sounding the letters of the alphabet</li> <li>• use phonic knowledge to decode regular words and read them aloud accurately</li> </ul>	<ul style="list-style-type: none"> <li>• apply phonic knowledge and skills as the route to decoding words</li> <li>• blend sounds in unfamiliar words using the GPCs that they have been taught</li> <li>• respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes</li> <li>• read words containing taught GPCs</li> <li>• read words containing -s, -es, -ing, -ed and -est endings</li> <li>• read words with contractions, e.g. I'm, I'll and we'll</li> </ul>	<ul style="list-style-type: none"> <li>• continue to apply phonic knowledge and skills as the route to decoding words until automatic decoding has become embedded and reading is fluent</li> <li>• read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• accurately read most words of two or more syllables</li> <li>• read most words containing common suffixes</li> </ul>	<ul style="list-style-type: none"> <li>• use phonic knowledge to decode quickly and accurately (may still need support to read longer words)</li> <li>• apply growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud</li> <li>• apply growing knowledge of root words and suffixes / word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud</li> </ul>	<ul style="list-style-type: none"> <li>• read most words fluently, attempting to decode any unfamiliar words with increasing speed and skill</li> <li>• apply knowledge of root words, prefixes and suffixes / word endings to read aloud fluently</li> </ul>	<ul style="list-style-type: none"> <li>• read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</li> <li>• apply growing knowledge of root words, prefixes and suffixes / word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly</li> </ul>	<ul style="list-style-type: none"> <li>• read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes / word ending</li> <li>• decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues</li> </ul>

<p>Word reading – common exception words</p>	<ul style="list-style-type: none"> <li>• read some common exception words</li> </ul>	<ul style="list-style-type: none"> <li>• read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words</li> </ul>	<ul style="list-style-type: none"> <li>• read most Y1 and Y2 common exception words, noting unusual correspondences between the spelling and sound and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• begin to read Y3/Y4 exception words</li> </ul>	<ul style="list-style-type: none"> <li>• read all Y3/Y4 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• read most Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word</li> </ul>
<p>Word reading - fluency</p>	<ul style="list-style-type: none"> <li>• show interest in illustrations and print in books and the environment</li> <li>• recognise familiar words and signs such as own name and advertising logos</li> <li>• look at and handle books independently (holds books the correct way up and turns pages)</li> <li>• ascribe meanings to marks that they see in different places</li> <li>• begin to break the flow of speech into words</li> <li>• begin to read words and simple sentences</li> <li>• read and understand simple sentences</li> </ul>	<ul style="list-style-type: none"> <li>• accurate reading of texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words</li> <li>• re-read texts to build up fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• read aloud books (closely matched to their improving phonic knowledge), sound out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• re-read books to build up fluency and confidence in word reading</li> <li>• read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts</li> </ul>	<ul style="list-style-type: none"> <li>• Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</li> </ul>		

<b>Comprehension -understanding and correcting inaccuracies</b>	<ul style="list-style-type: none"><li>• know that print carries meaning and, in English, is reading from left to right and top to bottom</li><li>• understand humour, e.g. nonsense rhymes, jokes</li></ul>	<ul style="list-style-type: none"><li>• check that a text makes sense to them as they read, self-correcting</li></ul>	<ul style="list-style-type: none"><li>• show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>• check that the text makes sense to them as they read, correcting inaccurate reading</li></ul>				
---	---	---	---	--	--	--	--

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Comprehension – comparing, contrasting and commenting</p>	<ul style="list-style-type: none"> <li>• listen to stories with increasing attention and recall</li> <li>• anticipate key events and phrases in rhymes and stories</li> <li>• begin to be aware of the way stories are structured</li> <li>• describe main story settings, events and principal characters</li> <li>• enjoy an increasing range of books</li> <li>• follow a story without pictures or props</li> <li>• listen to stories, accurately anticipating key events and responding to what is heard with relevant comments, questions or actions</li> <li>• Demonstrate understanding when talking with others about what they have been reading</li> </ul>	<ul style="list-style-type: none"> <li>• listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently</li> <li>• link what they have read (or read to them) to their own experiences</li> <li>• retell familiar stories in increasing detail</li> <li>• join in with discussions about a text, taking turns and listening to what others are saying</li> <li>• discuss the significance of titles and events</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussions about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views</li> <li>• become increasingly familiar with, and retelling a wide range of stories, fairy stories and traditional tales</li> <li>• discuss the sequence of events in books and how items of information are related</li> <li>• recognise simple recurring literary language in stories and poetry</li> <li>• ask and answer questions about a text</li> <li>• make links between the text they are reading and other texts they have read (in texts that they can read independently)</li> </ul>	<ul style="list-style-type: none"> <li>• recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• use appropriate terminology when discussing texts (plot, character, setting)</li> </ul>	<ul style="list-style-type: none"> <li>• discuss and compare texts from a wide variety of genres and writers</li> <li>• read for a range of purposes</li> <li>• identify themes and conventions in a wide range of books</li> <li>• refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the using of presentational devices such as numbering and headings)</li> <li>• identify how language, structure and presentation contribute to meaning</li> <li>• identify main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>• read a wide range of genres, identify the characteristics of text types (such as the using of the first person in writing diaries and autobiographies) and differences between text types</li> <li>• participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</li> <li>• identify main ideas drawn from more than one paragraph and summarise these</li> <li>• recommend texts to peers based on personal choice</li> </ul>	<ul style="list-style-type: none"> <li>• read for pleasure, discuss, compare and evaluate in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions</li> <li>• recognise more complex themes in what they reading (such as loss or heroism)</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• listen to guidance and feedback on the quality of their explanations and contributions to discussions, making improvements when participating in discussions</li> <li>• draw out key information and summarise the main ideas in a text</li> <li>• distinguish independently between statements of fact and opinion, providing reasoned</li> </ul>
--	---	--	--	---	--	--	--

							justifications for their views • compare characters, settings and themes within a text and across more than one text
<b>Comprehension – inference and prediction</b>	<ul style="list-style-type: none"> <li>• suggest how a story might end</li> <li>• begin to understand ‘why’ and ‘how’ questions</li> <li>• answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events</li> </ul>	<ul style="list-style-type: none"> <li>• begin to make simple inferences</li> <li>• predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• make inferences on the basis of what is being said and done</li> <li>• predict what might happen on the basis of what has been read so far in a text</li> </ul>	<ul style="list-style-type: none"> <li>• ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives</li> <li>• justify predictions using evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>• draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text</li> <li>• justify predictions from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• draw inferences from characters’ feelings, thoughts and motives</li> <li>• make predictions based on details stated and implied, justifying them in detail with evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>• consider different accounts of the same event, discussing viewpoints, both of authors and of fictional characters</li> <li>• discuss how characters change and develop through texts by drawing inferences based on indirect clues</li> </ul>

<p style="text-align: center;"><b>Poetry and performance</b></p>	<ul style="list-style-type: none"> <li>• listen to and join in with stories and poems, on a one-to-one basis and also in small groups</li> <li>• join in with repeated refrains in rhymes and stories</li> <li>• use intonation, rhythm and phrasing, making the meaning clear to others</li> <li>• develop preference for forms of expression</li> <li>• play cooperatively as part of a group, developing and acting out a narrative</li> <li>• express themselves effectively, showing awareness of listeners' needs</li> </ul>	<ul style="list-style-type: none"> <li>• recite simple poems by heart</li> </ul>	<ul style="list-style-type: none"> <li>• continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to making the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• prepare and perform poems and play scripts, showing some awareness of the audience when reading aloud</li> <li>• begin to use appropriate intonation and volume when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• recognise and discuss some different forms of poetry e.g. free verse or narrative poetry</li> <li>• prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) showing awareness of the audience when reading aloud</li> </ul>	<ul style="list-style-type: none"> <li>• continually show an awareness of audience when reading out loud using intonation, tone, volume and action</li> </ul>	<ul style="list-style-type: none"> <li>• confidently perform texts (including poems learnt by heart) using a wide range of devices, engaging the audience and for effect</li> </ul>
--	--	--	--	--	---	---	---

<p style="text-align: center;"><b>Non-fiction</b></p>	<ul style="list-style-type: none"> <li>• know that information can be relayed in the form of print</li> <li>• know that information can be retrieved from books and computers</li> </ul>		<ul style="list-style-type: none"> <li>• recognise that non-fiction books are often structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• use all of the organisational devices available within a non-fiction text, retrieving, recording and discussing information</li> <li>• use dictionaries, checking the meaning of words that they have reading</li> </ul>	<ul style="list-style-type: none"> <li>• use knowledge of texts and organisation devices, retrieving, recording and discussing information from fiction and non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>• retrieve, record and present information from non-fiction texts</li> <li>• use non-fiction materials for purposeful information retrieval e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review</li> </ul>
---	--	--	---	--	---	--	--