

## Progression in Reading

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. 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 English 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, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word reading – phonics, decoding and fluency</b>	<ul style="list-style-type: none"> <li>• Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>• Read other words with more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter(s).</li> <li>• To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</li> <li>• To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</li> <li>• To reread texts to build up fluency and confidence in word reading.</li> </ul>	<ul style="list-style-type: none"> <li>• Read accurately most words of two or more syllables.</li> <li>• Read most words containing common suffixes..</li> <li>• Read most common exception words.</li> <li>• Read words accurately (90%) and fluently without overt sounding and blending, e.g. at over 90 words per minute.</li> <li>• Sound out most unfamiliar words accurately, without undue hesitation.</li> <li>• To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• To reread these books to build up fluency and confidence in word reading.</li> <li>• To 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>• Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words they meet.</li> <li>• Read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>• To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</li> </ul>	<ul style="list-style-type: none"> <li>• To apply their 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, to read aloud fluently.*</li> </ul>	<ul style="list-style-type: none"> <li>• To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>• Read age-appropriate books with confidence and fluency including whole novels.</li> <li>• Read aloud with intonation that shows understanding.</li> </ul>
<b>Themes and conventions. (E)</b>	<ul style="list-style-type: none"> <li>• Identify features of familiar texts e.g. <i>“There’s always a baddie; “They all have a happy ending.”</i></li> <li>• Make connections between texts e.g. <i>“This is like a traditional tale because there’s an evil witch/a</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recognise the main purpose of a text e.g. <i>“It tells you how to ...”“It tells you where animals live”, “The writer doesn’t like violence.” (E)</i></li> <li>• Show some awareness that</li> </ul>	<ul style="list-style-type: none"> <li>• Identify the main purpose of texts e.g. <i>“This book will help us learn about ...”;</i> <i>“I can use this to find out about...”.(E)</i></li> <li>• Identify author viewpoint with reference to text e.g. <i>“The</i></li> </ul>	<ul style="list-style-type: none"> <li>• Identify and explain the main purpose of texts in relation to the reader e.g. <i>“This book is just to give facts but this one tells us what people think as well.”;</i> <i>“It tells us not to be taken in by how things</i></li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons within and across texts identifying some themes and conventions e.g. <i>“I know Shakespeare wants to show how brave this character is in this play, and in this play he</i></li> </ul>	<ul style="list-style-type: none"> <li>• Make comparisons within and across texts discussing themes e.g. <i>heroism such as Rosa Parks, Grace Darling or fictional characters</i> and conventions e.g. <i>narrative conventions in a range of genre, ballads, news reports..(E)</i></li> </ul>

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	<p><i>bad wolf.</i>"</p> <ul style="list-style-type: none"> <li>Identify factual texts e.g. "This tells you about animals/houses."</li> </ul>	<p>writers have viewpoints e.g. "She thinks it's not fair.".(E)</p> <ul style="list-style-type: none"> <li>Identify similarities and differences between fiction and non-fiction e.g. <i>similarities in plot, topic, about same characters. "This book tells you about the young of all cats but this one tells you about each cat separately, this one has lots of little pictures but this one has more writing."</i>.(E)</li> </ul>	<p><i>writer wants us to be afraid of him by saying he has a scar across his face."</i>.(E)</p>	<p><i>look."</i>.(E)</p> <ul style="list-style-type: none"> <li>Express personal opinion of writer's viewpoint and effect on the reader e.g. "The writer thinks families care about each other but sometimes they don't.".(E)</li> <li>Identify themes in a wide range of texts e.g. <i>triumph of good over evil..</i>(E)</li> <li>Recognise different forms of poetry e.g. <i>free verse, narrative poems.</i></li> <li>Comment on how writers use conventions to engage the reader e.g. <i>letters, postcards, diaries, maps</i> and contribute to meaning e.g. "The pictures tell a different story."; "The letters show us that he's keeping things back so as not to worry them.".(E)</li> </ul>	<p><i>does the same by ..."</i> or "These authors explore friendship but this text shows the unhappiness of one friend whereas in this text both characters are ...".(E)</p> <ul style="list-style-type: none"> <li>Identify purpose and viewpoint of texts.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main purpose and viewpoint within and across genres and overall effect on the reader e.g. <i>social relationships, community, bias.</i>(E).</li> <li>Comment on the differences in author viewpoint of the same event e.g. <i>fictional and factual accounts of the Spanish Armada.</i></li> <li>Some explanation of how context contributes to meaning e.g. <i>how historical context influenced adverts or war reports from different times and places; how a novel relates to when and where it was written..</i>(E)</li> <li>Identify and comment on features common to different texts or versions of the same text e.g. <i>characters, settings, presentational features; "In these texts the characters have no positive attributes"; "The writers use openings that imply the character is driving the narrative"; "The texts are all in favour of space exploration".</i>(E)</li> </ul>
<p>Comprehension</p>	<ul style="list-style-type: none"> <li>Express personal responses, including likes and dislikes; give some reasons linked to own experiences. (E)</li> <li>Simple points from familiar texts are identified and discussed. (R)</li> <li>Discuss new vocabulary and link meanings to what is already known. (V)</li> <li>Check that the text makes sense as they read e.g. self- correction.</li> <li>Discuss the significance of simple text features e.g. title, events. (E)</li> </ul>	<ul style="list-style-type: none"> <li>Express personal responses, including likes and dislikes with reasons, e.g. "She was just horrible like my Gran is sometimes."(E)</li> <li>Use evidence including quotations from or references to text e.g. <i>often retelling or paraphrasing sections of the text rather than using it to support comment.</i> (E)</li> <li>Recall straightforward information e.g. <i>names of characters, main ingredients.</i> (R)</li> <li>Be able to answer and ask questions by locating information in texts e.g. <i>about characters, topics.</i> (R)</li> <li>Discuss sequence of events in stories. (S)</li> <li>Simple, most obvious points identified e.g. <i>about information from different places in the text.</i>(R)</li> <li>Understand that non-fiction texts are structured in different ways e.g. <i>this part tells about different things you can do at the zoo.</i>(E)</li> <li>Identify some familiar patterns of language e.g. <i>first, next.</i></li> <li>Work out meanings of some new vocabulary from context and knowledge of e.g. <i>prefixes (happy/unhappy).</i> (V)</li> </ul>	<ul style="list-style-type: none"> <li>Express personal responses to fiction, non- fiction and poetry.(E)</li> <li>Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions. (V)</li> <li>Be able to locate key information for a purpose.(R)</li> <li>Ask questions to improve understanding.</li> <li>Discuss and identify how structure and presentation contribute to meaning.(E)</li> </ul>	<ul style="list-style-type: none"> <li>Express personal responses to fiction, non- fiction and poetry.(E)</li> <li>Be able to explain the meaning of words in context e.g. <i>using dictionaries or knowledge of spelling conventions.</i>(V)</li> <li>Be able to locate key information efficiently, for a purpose.(R)</li> <li>Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action e.g. <i>pupils choose own poems linked to theme/topic; use drama or drama techniques to convey meaning; pupils negotiate own roles prior to performance.</i></li> <li>Ask questions to improve their understanding of a text e.g. <i>pupils ask questions linked to author/purpose/themes/broader learning, "What happened to the girl after the story ended?"; "What was the largest dinosaur that ever lived?"</i></li> <li>Identify how structure and presentation contribute to meaning e.g. "The wind howled; pupils comment upon the usefulness of diagrams, photos, subheadings."(E)</li> </ul>	<ul style="list-style-type: none"> <li>Express personal opinions about a wide range of texts.(E)</li> <li>Identify and discuss the significance of texts that are structured in different ways and for different purposes.(E)</li> <li>Ask questions in order to interrogate the text.</li> <li>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. <i>why the author describes the character as being 'jaded'; pupils re-read to check new meaning in context.</i></li> </ul>	<ul style="list-style-type: none"> <li>Clearly identify the most relevant points, including those selected from different places in the text.(R)</li> <li>Make comments generally supported by relevant textual reference or quotation.(E)</li> <li>Comment on structural choices showing some general awareness of authors' craft e.g. "It tells you all the things burglars can do to a house and then the last section explains how the alarm protects you.".(E)</li> <li>Clearly identify various features relating to organisation at text level, including form, with some explanation e.g. "Each section starts with a question as if he's answering the crowd."(E)</li> <li>Distinguish between fact and opinion.(E)</li> </ul>

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<p style="text-align: center;">Inference <b>(I)(P)(S)</b></p>		<ul style="list-style-type: none"> <li>Recognise recurring literary language e.g. <i>long ago</i>.</li> </ul>				
	<ul style="list-style-type: none"> <li>Link what they read or hear read to their own experiences. <b>(I)</b></li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher e.g. <i>"He must be going on holiday – he's packing his case,"</i> or <i>"The mother stays by the nest to protect the eggs."</i> <b>(I)</b></li> <li>Predict what might happen on the basis of what has been read so far e.g. <i>"Jack will save them because that's what he always does";</i> <i>"The next part will tell you about what lions eat."</i> <b>(P)</b></li> <li>Use role play to identify with characters and make inferences on the basis of what is being said and done e.g. <i>"The children were scared of the dragon because they ran away."</i> <b>(I)</b></li> </ul>	<ul style="list-style-type: none"> <li>Use personal experience to connect with texts e.g. <i>a response based on what they personally would be feeling rather than feelings of character in the text.</i> <b>(I)</b></li> <li>Make plausible predictions based on reading of text e.g. <i>"He's going to run away,"</i> or <i>"I think it will tell us how the fire started."</i> <b>(P)</b></li> <li>Make plausible inferences based on a single point of reference in the text e.g. <i>give reasons for why things happen or characters change, such as, "Henry started to behave because he knew his mum had sweets in her bag" or, "Children had to work all day in the mine – that's why they were scared and tired."</i> <b>(I)</b></li> </ul>	<ul style="list-style-type: none"> <li>Infer characters' feelings, thoughts and motives from their actions e.g. <i>"He wasn't happy there – that's why he ran away."</i> <b>(I)</b></li> <li>Begin to understand what the writer is implying in a text e.g. <i>"It doesn't say that she doesn't like her brother but there are clues."</i> <b>(I)</b></li> <li>Predict what might happen from details stated and attempt to predict from details implied. <b>(P)</b></li> <li>Identify main ideas from more than one paragraph e.g. <i>use evidence from across a text to explain events and/or ideas.</i> <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>Infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence e.g. <i>"There are clues that tell us he wasn't happy there – that's why he ran away."</i> <b>(I)</b></li> <li>Understand the difference between what is written and what is implied in a text e.g. <i>What I know ... what I think I know.</i> <b>(I)</b></li> <li>Predict what might happen from both details stated and those implied. <b>(P)</b></li> <li>Identify main ideas drawn from more than one paragraph and summarise these e.g. <i>use evidence from across a text to explain events and/or ideas such as, "We know that girls weren't treated fairly," or "This chapter lets us know that William would rather be living in England with his dad."</i> <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>Make inferences based on textual evidence e.g. <i>read between the lines</i></li> <li><i>and find evidence for the interpretation.</i> <b>(I)</b></li> <li>Explain inferred meanings drawing on evidence across the text/s e.g. <i>"They both show dads in different ways; Sarah's dad told lies to cover up what he'd done and the dad in the other story was the opposite; he always told the truth even though he'd go to jail."</i> <b>(I) (E)</b></li> <li>Predict from details stated and implied and modify predictions in the light of new evidence. <b>(P)</b></li> <li>Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them e.g. <i>"This chapter is about the way children suffered; it say X and X but the other text presents things differently ..."; "It's all about how difficult it was for the explorers: the food, weather, communication etc."</i> <b>(S)</b></li> </ul>	<ul style="list-style-type: none"> <li>Make inferences based on textual evidence e.g. <i>read between the lines and find evidence for the interpretation.</i> <b>(I)</b></li> <li>Provide explanations of inferred meanings drawing on evidence across the text/s e.g. <i>"Eagles are predators because in every chapter it tells you how animals hide and how small animals get caught."</i> <b>(I)</b></li> <li>Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied. <b>(P)</b></li> <li>Make structured responses by stating the point, finding evidence and explaining ideas. <b>(E)</b></li> <li>Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them. <b>(S)</b></li> </ul>
<p style="text-align: center;">Language for effect <b>(V)(E)</b></p>	<ul style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known e.g. <i>"Enormous means big."</i> <b>(V)</b></li> <li>Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases e.g. <i>"Run, run as fast as you can, you can't catch me I'm the Gingerbread Man."</i></li> <li>Begin to understand how written language can be structured in order e.g. <i>to build surprise in narratives or to present facts in non-fiction</i></li> <li>Try out the language they have listened to e.g. <i>through role play, retelling stories.</i></li> <li>Comment on obvious features of language e.g. <i>rhymes and refrains, significant words and phrases.</i></li> </ul>	<ul style="list-style-type: none"> <li>Comment on language choices e.g. <i>"slinky" is a good word for a cat.</i> <b>(V)</b></li> <li>Work out meanings of new vocabulary from context e.g. <i>squashed and squeezed</i> and knowledge of e.g. <i>prefixes, unhappy.</i> <b>(V)</b></li> <li>Recognise patterns of literary language e.g. <i>once upon a time, first, next, last.</i> <b>(E)</b></li> </ul>	<ul style="list-style-type: none"> <li>Understand how language in different texts appeals to readers.</li> <li>Identify features that writers use to provoke readers' reactions e.g. <i>descriptive and emotive language.</i> <b>(E)</b></li> <li>Understand how writers use figurative and expressive language to create images and atmosphere. <b>(E)</b></li> <li>Discuss how language is used to create emphasis, humour, atmosphere or suspense. <b>(E)</b></li> </ul>	<ul style="list-style-type: none"> <li>Identify words or phrases that capture their interest and imagination e.g. <i>"I like 'maze of hills'; it makes me think of a mysterious place"</i> <b>(V)</b></li> <li>Discuss how shades of meaning can affect understanding e.g. <i>'Desperately fast' might mean they are running from something.</i> <b>(E)</b></li> <li>Explore the origins of words within texts read. <b>(V)</b></li> <li>Demonstrate understanding of figurative language e.g. <i>in discussion, children find examples and comment on impact.</i> <b>(E)</b></li> </ul>	<ul style="list-style-type: none"> <li>Understand how word meanings change when used in different contexts. <b>(V)</b></li> <li>Recognise nuances in vocabulary choices. <b>(V)</b></li> <li>Understand how writers use language for comic and dramatic effect. <b>(E)</b></li> <li>Recognise rhetorical devices e.g. <i>those used to argue, persuade, mislead and sway the reader.</i></li> </ul>	<ul style="list-style-type: none"> <li>Work out the meaning of words in context. <b>(V)</b></li> <li>Evaluate how authors use language and its effect on the reader. <b>(E)</b></li> <li>Evaluate the impact of figurative language including its effect on the reader. <b>(E)</b></li> <li>Understand and use appropriate terminology to discuss texts e.g. <i>metaphor, simile, analogy, imagery, style and effect.</i></li> </ul>