Reading Progression Grid

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Attitudes	Enjoy listening to a range of texts that are age appropriate and beyond.	Enjoy listening to a range of texts that are age appropriate and beyond	Enjoy listening to and discuss a range of texts including contemporary and classic poetry, stories and non-fiction that are age appropriate and beyond.	Enjoy listening to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and beyond.	Enjoy listening to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and beyond.	Enjoy listening to a range of texts that are age appropriate and beyond.	Enjoy listening to a range of texts that are age appropriate and beyond.
	Has favourite books and rhymes and can talk about them.	Discuss books they like and give reasons for choices.	Justify their choice of books and their preferences from the books they have read or have had read to them.	Discuss with others why they like particular books or authors, giving reasons.	Discuss with others their feelings and opinions about different authors, books, genres and poetry.	Talk about a range of book and author preferences referring to details and examples in the text.	Discuss their personal reading with others and their personal response to their reading, challenging the views of others and supporting their ideas with evidence.
	Chooses to engage in book related activities or play. E.g choosing a book to read for story time, asking an adult to read a particular book to them.	Read and listen to whole books, making choices for their personal reading.	Select books for personal reading and give reasons for choices.	Sustain their reading for enjoyment and to identify their personal preferences.	Sustain their reading for enjoyment and to give a reason when identifying their personal preferences.	Share authors and book choices with their peers, offering recommendations and giving reasons why.	Share enthusiasm and new finds.
				In age-appropriate texts, begin to read for a range of purposes.	In age-appropriate texts, begin to read for a range of purposes.	In age-appropriate texts, read for a range of purposes.	In age-appropriate texts, read for a range of purposes.
	Begins to use story language and/or common story patterns in play or activities.	Become familiar with and retell fairy stories and traditional tales.	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.	Increase familiarity with a range of books, including fairy stories, myths and legends.	Increase familiarity with a range of books, including fairy stories, myths and legends.	Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.	Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
Fluency	Begin to read some common regular/irregular words by sight recognition without sounding out.	Begin to read with less emphasis on decoding each individual word.	Read most (80%) words accurately with sufficient fluency to allow them to focus on their understanding rather than decoding individual words.	Read, with fluency and automaticity, a range of age-appropriate text types.	Read, with fluency and automaticity, a range of age-appropriate text types.	Fluently and effortlessly reads a wide range of age-appropriate texts.	Fluently and effortlessly read a full range of age-appropriate texts.
		Show some awareness of punctuation, e.g. full stops.	Read with an awareness of punctuation taught e.g. question marks, exclamations.	Read with a growing awareness of a wider range of punctuation.	Read with an awareness of a wider range of punctuation.	Develop good phrasing; adhering to punctuation, stress and intonation.	Read with good phrasing; adhering to punctuation, stress and intonation.
		When reading phonically decodable texts, they check reading makes sense to them, correcting any inaccurate reading.	Read approximately 90 words per minute.	Read at a speed sufficient enough for them to focus on understanding.	Read at a speed sufficient enough for them to focus on understanding.	Read at a conversational pace throughout the reading.	Read at conversational pace throughout the reading.
	Read simple phrases/sentences using their phonic knowledge.	Read simple phrases/sentences with expression. E.g. 'Oh no!'	Start to develop expression and intonation.	Show a growing use of expression, intonation and volume.	Read using expression, intonation and are developing their use of volume.	Read with varied volume, intonation and expression.	Read confidently with varied volume and expression across a range of text types
	Become more fluent and confident re-reading a book.	Re-read phonically decodable books to build fluency and confidence.	Re-read books, sounding out without hesitation.	Start to read multi-clause sentences using re-reading to develop control.	Read multi-clause sentences with increasing control, re-reading where necessary.	Read complex sentences with increasing control.	Read complex sentences with control.
		In phonically decodable sentences, they check reading makes sense to them, correcting any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.	In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading.
	Recites predictable phrases and repeating patterns from well-known rhymes and stories.	Recite, by heart, sections of or whole poems with predictable phrases and repeating patterns.	Begin to build up a repertoire of familiar poems which can be recited, by heart, with growing intonation.	Prepare and recite age appropriate poetry and plays, with increasing accuracy and a growing use of intonation and expression.	Prepare and recite age appropriate poetry and plays, which has been learnt by heart, with a growing use of intonation and expression.	Recite age appropriate poetry and plays, which has been learnt by heart, using varied volume, intonation and expression.	Recite age appropriate poems and plays confidently with varied volume and expression so that the meaning is clear to an audience.
Word Reading (Decoding)				When reading age appropriate Year 3 texts:	When reading age appropriate Year 4 texts:	When reading age appropriate Year 5 texts:	When reading age appropriate Year 6 texts:
	Read words consistent with their phonic knowledge by sound blending.	Apply phonic knowledge and skills as the route to decode words, including phonically-decodable books, closely matched to phonic knowledge.	Apply phonic knowledge and skills consistently to decode quickly and accurately.	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words.	Know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough.	
	Say the sound for each letter in the alphabet and at least 10 digraphs.	Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds.	Decode alternative sounds for graphemes.				
	Read aloud simple sentences and books containing GPCs taught.	Read accurately by blending sounds in unfamiliar words containing GPCs taught.	Read accurately words of two or more syllables that contain alternative sounds for graphemes.				
	Read some common exception words in line with the school's phonic programme.	Read a range of simple common exception words e.g. the, said, they, once, she, friend, school.	Read a wider range of common exception words which have been taught, including most (80%) words from the Year2 Spelling appendix	Read most (80%) of the Year 3/4 common exception words by sight (including all those in the Year 2 Spelling appendix) noting unusual correspondence between spelling and sound.	Read all of the Year 3/4 common exception words by sight noting unusual correspondence between spelling and sound.	Read most (80%) of the Year 5/6 common exception words by sight (noting unusual correspondence between spelling and sound.	Read all of the Year 5/6 common exception words by sight noting unusual correspondence between spelling and sound.
		Read words with the endings -s, -es, -ing, -ed and -est.	Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect.	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception.	Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence.
		Read words of more than one syllable which contain GPCs known.					
		Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.					
	Phonic phase benchmarks to be included to match school's phonic scheme.	*Phonic phase benchmarks to be included to match school's phonic scheme.*	*Phonic phase benchmarks to be included to match school's phonic scheme.*				
Stamina	Listen attentively and respond to what they hear when being read to.	Sustain attention in order to read longer decodable texts.	Make choices from a selection of texts to read themselves and maintain interest and attention in it.	Use a range of techniques when selecting books (e.g reading the blurb, the first page, looking at chapter length) to extend the range of books read independently and in their entirety.	Developing their reading stamina as they read longer and more challenging texts.	Able to plan personal reading goals which reflect their interests and extend their range.	Developing their reading stamina and completes the independent reading of some longer texts.

Reading Progression Grid

Comprehension skills	Vocabulary	Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play.	Make collections of interesting words and uses them when talking about books and stories.	Develop understanding of words met in reading, making links with known vocabulary and discussing favourite words and phrases.	Identify where an author uses alternatives and synonyms for common or over used words and speculates about the shades of meaning implied.	Consider a writer's use of specific and precise vocabulary, including the meaning of technical or subject specific words (for example nouns, adjectives, verbs and adverbs) and discuss the meanings conveyed.	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of *force* in scientific texts.	Collect unfamiliar vocabulary from texts they have read, including technical vocabulary met in other subjects, defining meanings and using the vocabulary when recording ideas about the text.
		Show interest in unfamiliar words by asking what they mean.	Speculate about the possible meanings of unfamiliar words met in reading and checks whether the suggested meanings make sense in the context of the text.	Begin to use strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. where this is explained in preceding or subsequent sentences or in a glossary).	Develop further strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. Practises re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.)	Identify unfamiliar vocabulary in a text and adopts appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.)	Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context).	Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re – reading, reading on, using the context, knowledge of syntax or word roots).
			Use simple dictionaries and begin to understand their alphabetical organisation.	Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context.	Locate words in a dictionary by the first two letters.	Locate words in a dictionary by the third and fourth place letters.	Use dictionaries effectively to locate word meanings and other information about words, e.g. by using alphabetical order, understanding abbreviations, determining which definition is the most relevant to the context.	Use dictionaries, glossaries and other alphabetically ordered texts confidently and efficiently in order to locate information about words met in reading.
								Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
	Retrieval	When the child is reading: With support from an adult, uses picture clues to describe what has just happened.	Skim reads to gain an overview of a page/text by focussing on significant parts, names, captions, titles	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and sub-headings.	Skim opening sentences of each paragraph to get an overview of a page or section of text.	Skim reads a text to get an overview of it.	Retrieve, record and present information accurately through skimming to gain an overall sense of the text.	To skim and scan to retrieve, record and present information from non-fiction texts.
			Scan the text to locate specific information using titles and labels.	Scan pages to find specific information using keywords or phrases and headings.	Scan contents, indexes and pages to locate and record specific non-fiction information.	Scan for key words, phrases and headings to decide which sections of text to read more carefully to fulfil a particular purpose e.g. to summarise a text.	Scan texts to gain specific information and identify sections of text to read more carefully/reads on as appropriate.	Evaluate the value of a text for an identified purpose drawing on information acquired by skimming and scanning.
		When the adult is reading: Recall information from a page, which they have listened to, to answer simple questions.	Recall information from a text, which they have listened to or read, to answer simple questions.	Read sections of text more carefully to answer a specific question.	Identify sections of a text needed to read carefully in order to find specific information or answer the question.	Identify sections of a text needed to read carefully in order to find specific information or answer the question.	Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.	Carefully reads sections of text to research information and to answer questions, distinguishing between fact and opinion.
		When the adult is reading: Show interest by asking questions to understand what has happened in stories they have read to them.	Ask questions to understand what has happened in stories they have read or been read to them.	Ask what, where and when questions about a text to support and develop their understanding.	Clarify their understanding of events, ideas and topics by asking questions about them.	Identify elements of a text which they do not understand and asks questions about it.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.
	Inference – justifying evidence	With support, begin to link what they are reading to their own experiences.	Link what they are reading to their own experiences.	Talk around a topic prior to reading.	Link what they read to their knowledge and experience of a topic and to their knowledge of similar texts.	Link what they read reading to prior knowledge and experience and to their knowledge of similar texts.	Find evidence and uses this to explain how and why it shows that a character's mood has changed over time.	Find evidence and uses this to explain how it shows a character's thoughts and motives and the atmosphere of the text.
		Can respond to questions about what characters have said and done, including how they might be feeling.	Ask questions to explore what a character might say and do.	Ask questions to understand more than what we are told about the characters and events in the text.	Ask questions to develop understanding of characters' feelings, thoughts and motives as a result of their actions or events.	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.	Refer to the text when asking questions to understand what is implied about main ideas and details.	Ask questions to clarify and explore their understanding of what is implied in the text.
			Make inferences on the basis of what is being said and done.	Make inferences on the basis of what is being said and done.	Think about clues and hints they have picked up on to begin to make inferences about events and characters.	Think about what they've read and re-reads sections of the text to find evidence to support their interpretations of characters and events.	Deduce the reasons for the way that characters behave throughout the text.	Refer to dialogue and description to make judgements about a character's motivations and attitudes.
	Predicting	Anticipate, where appropriate, key events in stories.	Make predictions based on what has been read so far including using clues such as pictures, illustrations and titles.	Use immediate clues, and what has been read already, to make predictions about what is going to happen or what they will find out.	Make predictions about a text based on prior knowledge of the topic, event or type of text.	Make predictions about the events, characters or ideas in a text throughout their reading.	Make regular and increasingly plausible predictions as they read.	Make plausible predictions and explains what they are basing them on.
					Modify predictions as they read on based on what is stated and implied.	Modify predictions on a regular basis throughout their reading based on what is stated and implied.	Modify their ideas as they read the next part of the text based on what is stated and implied.	Discuss how and why they need to modify their predications as they read on based on what is stated and implied.
	Summarising	Holds conversation when engaged in back and forth exchanges about stories they know or have heard.	Explain clearly their understanding of what is read to them.	Retell main points of story in sequence and discuss how items of information are related.	When reading Year 3 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.	When reading Year 4 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.	When reading Year 5 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.	When reading Year 6 age appropriate texts: Sequence information and/or events from a text and discuss how items of information are related.
			Retell some important information they found out from the text.	Retell some important information they found out from the text, drawing information from across a number of sentences.	Identify a few key points from across a passage/paragraph of text.	Summarise a sentence or paragraph/s by identifying the most important elements.	Summarise the main ideas drawn from more than one paragraph, identifying the key details which support the main ideas.	At regular intervals, summarise evidence from across a text to explain events or ideas.
	Making connections and comparisons	Begin to show awareness of similarities and differences between features of different stories, e.g characters, settings, events, story endings.	Discuss and compare events or topics they have read about or listened to.	Compare themes, characters and events in stories and poems.	Identify themes and conventions from a wide range of texts.	Collect information to compare and contrast themes and conventions of texts.	Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.	Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts.
			Compare aspects of books. e.g. illustrations and rhyming patterns.	Compare information in non-fiction texts.	Compare and contrast similar styles of writing by the different authors.	Compare and contrast similar styles of writing by the different authors.	Compare different versions of the same texts, including other media e.g. film.	Identify similarities and differences of different versions of a story.
			Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.	Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text.				

Reading Progression Grid

	Author intent	**Language**	Begin to show awareness of story language, e.g once upon a time, happily ever after.	Be aware of the language of traditional stories and begin to make comparisons across familiar texts.	Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.	Discuss the language used in a text and how the writer implies as well as tells.	Understand how authors use expressive language to capture interest.	Consider the authors of choice of words and phrases including why an author might have used figurative language in texts and how these impact the reader.	Identify the hints and suggestions that authors make through their choice of words and phrases, including figurative language and consider the impact it has on the reader.
		Structure and presentation	Begin to recognise the difference between fiction and non-fiction texts.	Discuss the significance of the title, events and basic story elements e.g. beginning and ending in different stories.	Identify and discusses story elements such as setting, events, characters, and the way that problems develop and get resolved.	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.	Explore narrative order (introduction, build up, crisis, resolution, and conclusion) the purpose of description, action and dialogue are how they are used within scenes.	Discuss and compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.	Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together and how this contributes to the meaning of the text as a whole.
				Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.	Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.	Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.	Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.	Identify the features of different non-fiction text, including content, structure, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.	Understand how writers use the features and structure of information texts to help convey their ideas or information and how this contributes to the purpose of the text as a whole.
			Join in when poems with predictable and repeating patterns are read aloud.	Read poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.	Identify and discusses patterns of rhythm, rhyme, and other features which influence the sound of a poem.	Distinguish between rhyming and non-rhyming poetry and comments on the impact of the poem's layout.	Identify and discusses the intent of different patterns of rhyme and verse in a range of poetry types, e.g. choruses, rhyming couplets, alternate line rhymes, free-verse and narrative.	Read poems by significant poets and identifies what is distinctive about the style or presentation of their poems and how this contributes to the meaning.	Analyse how the structure or organisation of a poem supports the author's expression of moods, feelings and attitudes.