**Reading Progression**

| **WORD READING** |
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| **Year R:** | **Year 1** | **Year 2** | **Year 3** |
| **Outcome:** Read words consistent with their phonic knowledge by blendingSay a sound for each letter in the alphabet and at least 10 digraphsRead aloud simple sentences and books that are consisitent with their phonic knowledgeBe able to read some common irregular words | **Outcome:** Use phonic knowledge and habitually apply sounding and blending skills to read unfamiliar printed words quickly and accuratelyBe able to read all common graphemesBe able to read unfamiliar words containing common graphemes, accurately and without undue hesitation in books at their reading levelBe able to read words with suffixes by building on the root words they can read alreadyBe able to read many common exception wordsIncrease confidence in reading skills | **Outcome:** Have established accurate and speedy word reading skillsReading of common exception words is secureBe able to read and combine two or more syllables in order to read longer wordsBe able to read words with suffixes by building on the root words they have already learnt | **Outcome:** Be able to decode most new words outside of spoken vocabulary, making a good approximation to the word’s pronunciation |
| hear and say the initial sound in words**Read individual letters by saying the sounds for them****Read some letter groups that each represent one sound and say sounds for them****Blend sounds into words, so that they can read short words made up of known letter–sound correspondences****Read a few common exception words****Read simple phrases and sentences made up of words with known letter- sound correspondences and, where necessary, a few exception words** | **Apply phonic knowledge and skills as the route to decode words****Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes** *(e.g. ow in snow and cow)***Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught****Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word****Read words containing taught GPCs and****–s, –es, –ing, –ed, –er and –est endings****Read other words of more than one syllable that contain taught GPCs****Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)****Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words** | **Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent****Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes****Read accurately words of two or more syllables that contain the same graphemes as above** *(e.g., shoulder, roundabout, grouping)***Read words containing common suffixes***(e.g. –ness, -ment, -ful, -ly)***Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word****Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered** *(e.g. shout, hand, stop, dream)***Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation** | **Apply growing knowledge of root words, prefixes, suffixes and exception words to read aloud** |

| **FLUENCY** |
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| **Year R:** | **Year 1** | **Year 2** | **Year 3** |
| **Outcome:** Be able to read and understand simple sentences | **Outcome:** Be able to read words without overt sounding and blending after a few encountersBe able to read and re-read books that are closely matched to their developing phonic knowledge and knowledge of common exception words | **Outcome:** Be able to read many common words without needing to blend the sounds out loud firstBe able to read common exception words easily and automatically | **Outcome:** Be able to read age- appropriate texts accurately and at a speed that is sufficient to allow a focus on understanding rather than decoding individual words |
| **Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment** | **Re-read books to build up fluency and confidence in word reading**Practise texts that are used in class to fluencyUse appropriate expression when reading words that are all in capital letters or written in a much larger font sizePronounce plurals clearly i.e. words ending in s and es, with particular focus on the final sound | **Re-read books to build up fluency and confidence in word reading**Practise texts that are to be studied to fluencyUse appropriate expression when reading a sentence with a question mark or an exclamation markPronounce contractions clearly, with particular focus on the final soundPronounce past tense verbs clearlyi.e. verbs ending in ed, with particular focus on the final sound | **Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action**Practise texts that are to be studied to fluencyUse appropriate expression when reading dialogue:* appropriate pause between reporting clause and the speech

use the reporting clause (if it comes before the speech) to inform how the speech is read (e.g. Jo whispered, “What’s that noise?”) |

| **Ongoing Expectations Throughout the Year** |
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| **Year R:** | **Year 1** | **Year 2** | **Year 3** |
| **Outcome:** Have a positive attitude to reading and be motivated to read | **Outcome:** Have a positive attitude to reading and be motivated to read | **Outcome:** Have a positive attitude to reading and be motivated to read | **Outcome:** Have a positive attitude to readingBe reading with increasing depth and breadth (stories, poetry, plays and non-fiction), becoming enthusiastic readers who enjoy reading, read widely and frequently |
| Enjoy an increasing range of books**Engage in story times****Listen carefully to rhymes and songs, paying attention to how they sound****Learn rhymes, poems and songs** | **Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently****Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics****Learn to appreciate rhymes and poems, and to recite some by heart** | **Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read****Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales****Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear****Be introduced to non-fiction books that are structured in different ways** | **Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks****Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally****Read books that are structured in different ways****Read for a range of purposes** |

| **Active Reading** |
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| **Year R:** | **Year 1** | **Year 2** | **Year 3** |
| **Outcome:** Demonstrate understanding when talking with others about what they have read | **Outcome:** Understand what has been read | **Outcome:** Understand what has been read | **Outcome:** Understand what has been readBe able to read silently |
| Link what they read or hear read to their own experiences**Suggest how the story might end****Anticipate key events and phrases in rhymes and stories** | **Check that the text makes sense to them as they read****Correct inaccurate reading****Draw on what they already know or on background information and vocabulary provided by the teacher** | **Check that the text makes sense to them as they read****Correct inaccurate reading****Draw on what they already know or on background information and vocabulary provided by the teacher** | **Check that the text makes sense to them** as they read**Explain the meaning of words in context****Ask questions to improve their understanding of a text**Use prior knowledge to aid understanding of the text**Apply growing knowledge of root words, prefixes and suffixes to understand the meaning of new words** |

| **LITERAL COMPREHENSION** |
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| **Year R:** | **Year 1** | **Year 2** | **Year 3** |
| **Outcome: Demonstrate understanding of what has been read to them by retelling stories & narratives using their own words and recently introduced vocabulary. Anticipate where appropriate key events in stories.** | **Outcome:** Be able to recall information from fiction and non-fiction | **Outcome:** Be able to retrieve and record information from fiction and non-fiction | **Outcome:** Be able to retrieve and record information from fiction and non-fiction, know the information that is needed to be looked for before beginning and be clear about the taskBe able to identify key details from fiction and non-fiction |
| **Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words****Engage in non-fiction books****Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary** | Recall information from fiction and non-fiction | Retrieve and record information from fiction and non-fiction | **Retrieve and record information****from** fiction and **non-fiction** *(from a single point of reference in the text [a paragraph or page] e.g. use contents page, index, headings or sub-headings)* |
| Describe main story settings, events and principal charactersBegin to be aware of the way stories are structured |  | **Discuss the sequence of events in books and how items of information are related** | **Identify how structure and presentation contribute to meaning** (e.g.in fiction linear story structures, in non-fiction use of presentational devices such as numbering and headings in instructions) |
|  | **Recognise and join in with predictable phrases** | **Recognise simple recurring literary language in stories and poetry** | **Identify conventions in a wide range of books** (e.g. greeting in letters, a diary written in the first person, myths explain why things happen in the world, expectations of a genre e.g. warning story) |
|  |  |  | R**ecognise some different forms of poetry (e.g. free verse, narrative)** |

| **DEEPENING UNDERSTANDING OF TEXTS** |
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| **Year R:** | **Year 1** | **Year 2** | **Year 3** |
| **Outcome: Make comments about what they have heard and ask questions to clarify their understanding; - Hold conversation when engaged in back-and-forth exchanges with their teacher and peers****Listen carefully and respond appropriately when being read to and during whole class and small group discussions****All of the above are the outcomes.**Make inferences from pictures e.g. about feelings from pictures of expressions | **Outcome:** Have a developing understanding of stories, poetry, plays and non-fiction | **Outcome:** Have a developing understanding of stories, poetry, plays and non-fiction | **Outcome:** Have an understanding of stories, poetry, plays and non- fictionBe able to justify views about what has been readBecome increasingly familiar with and confident in using language through drama, formal presentations and debate |
|  | **Participate in discussion about what is read to them, taking turns and listening to what others say****Link what they read or hear read to their own experiences** | **Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say** | **Participate in discussion about both books that are read to them and those they can read for themselves, take turns and listen to what others say** |
|  |  | **Answer and ask questions** |  |
|  | **Explain clearly their understanding of what is read to them****Discuss the significance of the title and events** | **Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves** | **Discuss their understanding of what they have read** |
|  | **Make inferences on the basis of what is being said and done** | **Make inferences on the basis of what is being said and done** | **Justify inferences with evidence** |
|  |  |  | **Identify and summarise the main idea of a paragraph** *(e.g. This paragraph describes how Horrid Henry soaked Perfect Peter with the water pistol; this paragraph is about how the Pyamids were built.)* |
|  |  |  | **Identify themes in a wide range of books** *(e.g. the triumph of good over evil; friendship; bravery; perseverance)* |

| **UNDERSTANDING WORD MEANINGS AND THEIR EFFECT** |
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| **Year R:** | **Year 1** | **Year 2** | **Year 3** |
| **Outcome: Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary****Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non- fiction, rhymes and poems.** | **Outcome:** Enthusiastic about words and phrases and motivated to learn about the meanings of new vocabulary | **Outcome:** Enthusiastic about words and phrases and motivated to learn about the meanings of new vocabulary | **Outcome:** Understand figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary. |
| **Learn new vocabulary****Use new vocabulary in different contexts** | **Discuss word meanings, linking new meanings to those already known** | **Discuss and clarify the meanings of words, linking new meanings to known vocabulary** | **Use dictionaries to check the meaning of words that they have read** |
|  | Discuss favourite words and phrases in poems and stories | **Discuss their favourite words and phrases** | **Discuss words and phrases that capture the reader’s interest and imagination** (to include similes, alliteration and onomatopoeia) |
|  |  |  | **Identify how language contributes to meaning** |