



# Reading

## Progression of Knowledge and Skills

### *EYFS-Year 6*



## EYFS Reception

*For more information about guided reading texts, storytime texts and core English texts accessed throughout the year, refer to our guided reading long-term plan and English/storytime long-term plan*

*Informed by new Development Matters (2020) publication*

	Communication and Language	Literacy
<b>Year Reception</b>	<ul style="list-style-type: none"> <li>• Understand how to listen carefully and why listening is important.</li> <li>• Learn new vocabulary.</li> <li>• Use new vocabulary through the day.</li> <li>• Ask questions to find out more and to check they understand what has been said to them.</li> <li>• Articulate their ideas and thoughts in well-formed sentences.</li> <li>• Connect one idea or action to another using a range of connectives.</li> <li>• Describe events in some detail.</li> <li>• Use talk to help work out problems and organise thinking and activities explain how things work and why they might happen.</li> <li>• Develop social phrases.</li> <li>• Engage in storytimes.</li> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</li> <li>• Use new vocabulary in different contexts.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>	<ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of known letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read a few common exception words matched to the school’s phonic programme.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> <li>• Form lower-case and capital letters correctly.</li> <li>• Spell words by identifying the sounds and then writing the sound with letter/s.</li> <li>• Write short sentences with words with known sound-letter correspondences using a capital letter and full stop.</li> <li>• Re-read what they have written to check that it makes sense.</li> </ul>
<b>ELG</b>	<ul style="list-style-type: none"> <li>• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</li> <li>• Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>• Hold conversation when engaged in back-and-forth exchanges with their teacher and peers.</li> <li>• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</li> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, nonfiction, rhymes and poems when appropriate.</li> <li>• Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play.</li> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>





# Key Stage 1

## Year 1

*For more information about guided reading texts, storytime texts and core English texts accessed throughout the year, refer to our guided reading long-term plan and English/storytime long-term plan*

	Decoding	Range of Reading	Familiarity with Texts	Poetry and Performance	Word Meaning	Understanding	Inference	Prediction	Authorial Intent	Non-fiction	Discussing Reading
<b>Year 1</b>	<ul style="list-style-type: none"> <li>Apply phonic knowledge to decode words.</li> <li>Speedily read all 40+ letters/groups for 40+ phonemes.</li> <li>Read accurately by blending taught GPC.</li> <li>Read common exception words.</li> <li>Read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>Read multisyllable words containing taught GPCs.</li> <li>Read contractions and understanding use of apostrophe.</li> <li>Read aloud phonically-decodable texts.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>Being encouraged to link what they read or hear read to their own experiences.</li> </ul>	<ul style="list-style-type: none"> <li>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>Recognising and joining in with predictable phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Learning to appreciate rhymes and poems, and to recite some by heart.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing word meanings, linking new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the significance of the title and events.</li> <li>Making inferences on the basis of what is being said and done.</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far.</li> </ul>			<ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>Explain clearly their understanding of what is read to them.</li> </ul>



## Key Stage 1 Year 2

*For more information about guided reading texts, storytime texts and core English texts accessed throughout the year, refer to our guided reading long-term plan and English/storytime long-term plan*

	Decoding	Range of Reading	Familiarity with Texts	Poetry and Performance	Word Meaning	Understanding	Inference	Prediction	Authorial Intent	Non-fiction	Discussing Reading
<b>Year 2</b>	<ul style="list-style-type: none"> <li>Secure phonic decoding until reading is fluent.</li> <li>Read accurately by blending, including alternative sounds for graphemes.</li> <li>Read multisyllable words containing these graphemes.</li> <li>Read common suffixes.</li> <li>Read exception words, noting unusual correspondances.</li> <li>Read most words quickly and accurately without overt sounding and blending.</li> </ul>	<ul style="list-style-type: none"> <li>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.</li> </ul>	<ul style="list-style-type: none"> <li>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>Recognising simple recurring literary language in stories and poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>Discussing their favourite words and phrases.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing the sequence of events in books and how items of information are related.</li> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher.</li> <li>Checking that the text makes sense to them as they read and correcting inaccurate reading.</li> </ul>	<ul style="list-style-type: none"> <li>Making inferences on the basis of what is being said and done.</li> <li>Answering and asking questions.</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen on the basis of what has been read so far.</li> </ul>		<ul style="list-style-type: none"> <li>Being introduced to non-fiction books that are structured in different ways.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say.</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> </ul>



## Key Stage 2 Year 3

*For more information about guided reading texts, storytime texts and core English texts accessed throughout the year, refer to our guided reading long-term plan and English/storytime long-term plan*

	Decoding	Range of Reading	Familiarity with Texts	Poetry and Performance	Word Meaning	Understanding	Inference	Prediction	Authorial Intent	Non-fiction	Discussing Reading
<b>Year 3</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further 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>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> </ul>	<ul style="list-style-type: none"> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Recognising some different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> <li>Identifying how language, structure, and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>

*Please note that the reading objectives for Years 3 and 4, as outlined in the National Curriculum, are the same*



## Key Stage 2 Year 4

*For more information about guided reading texts, storytime texts and core English texts accessed throughout the year, refer to our guided reading long-term plan and English/storytime long-term plan*

	Decoding	Range of Reading	Familiarity with Texts	Poetry and Performance	Word Meaning	Understanding	Inference	Prediction	Authorial Intent	Non-fiction	Discussing Reading
<b>Year 4</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</li> <li>Read further 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>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> </ul>	<ul style="list-style-type: none"> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Recognising some different forms of poetry.</li> </ul>	<ul style="list-style-type: none"> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>	<ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> <li>Identifying how language, structure, and presentation contribute to meaning.</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li> </ul>

*Please note that the reading objectives for Years 3 and 4, as outlined in the National Curriculum, are the same*



## Key Stage 2 Year 5

*For more information about guided reading texts, storytime texts and core English texts accessed throughout the year, refer to our guided reading long-term plan and English/storytime long-term plan*

	Decoding	Range of Reading	Familiarity with Texts	Poetry and Performance	Word Meaning	Understanding	Inference	Prediction	Authorial Intent	Non-fiction	Discussing Reading
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Making comparisons within and across books.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Learning a wider range of poetry by heart.</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>		<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying how language, structure and presentation contribute to meaning.</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion.</li> <li>Retrieve, record and present information from non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>Provide reasoned justifications for their views.</li> </ul>

*Please note that the reading objectives for Years 5 and 6, as outlined in the National Curriculum, are the same*



## Key Stage 2 Year 6

*For more information about guided reading texts, storytime texts and core English texts accessed throughout the year, refer to our guided reading long-term plan and English/storytime long-term plan*

	Decoding	Range of Reading	Familiarity with Texts	Poetry and Performance	Word Meaning	Understanding	Inference	Prediction	Authorial Intent	Non-fiction	Discussing Reading
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Making comparisons within and across books.</li> </ul>	<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.</li> <li>Identifying and discussing themes and conventions in and across a wide range of writing.</li> </ul>	<ul style="list-style-type: none"> <li>Learning a wider range of poetry by heart.</li> <li>Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.</li> </ul>		<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</li> <li>Asking questions to improve their understanding.</li> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Predicting what might happen from details stated and implied.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying how language, structure and presentation contribute to meaning.</li> <li>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Distinguish between statements of fact and opinion.</li> <li>Retrieve, record and present information from non-fiction.</li> </ul>	<ul style="list-style-type: none"> <li>Recommending books that they have read to their peers, giving reasons for their choices.</li> <li>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</li> <li>Provide reasoned justifications for their views.</li> </ul>

*Please note that the reading objectives for Years 5 and 6, as outlined in the National Curriculum, are the same*