



RADDLEBARN PRIMARY SCHOOL PROGRESSION IN READING



Year Group	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	Resources
Area of Study									
Decoding	<p>-recognise words with the same initial sound, such as money and mother.</p> <p>-Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> spot and suggest rhymes. <p>-count or clap syllables in a word.</p>	<p>-Read individual letters by saying the sounds for them.</p> <p>-Blend sounds into words, so that they can read short words made up of known letter– sound correspondences.</p> <p>-Read some letter groups that each represent one sound and say sounds for them.</p> <p>-Read a few common exception words matched to the school’s phonic programme.</p> <p>-Read simple phrases and sentences made up of words with known letter–sound correspondences.</p> <p>-Reread books to build up their fluency</p> <p>- Say a sound for each letter in the alphabet and at least 10 digraphs.</p>	<p>-Read age appropriate books with confidence and fluency.</p> <p>- Apply phonic knowledge to decode words.</p> <p>-Speedily read all 40+ letters/ groups for 40+ phonemes.</p> <p>- Read accurately by blending taught grapheme-phoneme correspondences.</p> <p>- Read common exception words.</p> <p>- Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>- Read multisyllable words containing taught grapheme-phoneme correspondences.</p> <p>- Read contractions and understanding use of apostrophe.</p>	<p>-Read age appropriate books with confidence and fluency.</p> <p>- Secure phonic decoding until reading is fluent.</p> <p>- Read accurately by blending, including alternative sounds for graphemes.</p> <p>- Read multisyllable words containing these graphemes.</p> <p>- Read common suffixes.</p> <p>- Read exception words, noting unusual correspondences.</p> <p>- Read most words quickly & accurately without overt sounding and blending.</p>	<p>-Read age appropriate books with confidence and fluency.</p> <p>- Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>- Beginning to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>-Read age appropriate books with confidence and fluency.</p> <p>- Apply their improving knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>-Read age appropriate books with confidence and fluency.</p> <p>- 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.</p>	<p>-Read age appropriate books with confidence and fluency.</p> <p>- Apply their improving 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.</p>	

		<ul style="list-style-type: none"> -Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. (ELG) 	<ul style="list-style-type: none"> - Read aloud phonically-decodable texts. 						
Range of Reading	<ul style="list-style-type: none"> - Enjoy listening to longer stories and can remember much of what happens. 	<ul style="list-style-type: none"> -Re-read books to build up their confidence in word reading, 	<ul style="list-style-type: none"> - Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Being encouraged to link what they read or hear read to their own experiences. 	<ul style="list-style-type: none"> - 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 independently. 	<ul style="list-style-type: none"> - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Is reading books at their level that are structured in some different ways and are read for a range of purposes. 	<ul style="list-style-type: none"> - Listen to and discuss an even wider range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Is reading an increasing range of books at their reading level that are structured in different ways and are read for a range of purposes. 	<ul style="list-style-type: none"> - Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Is reading books at their level that are structured in different ways and are read for a range of purposes. -Beginning to make comparisons within and across books. 	<ul style="list-style-type: none"> - Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. - Is reading books at their level that are structured in different ways and are read for a range of purposes. -Make comparisons within and across books. 	
Familiarity with texts.	<ul style="list-style-type: none"> - Continue to repeat words and phrases from familiar stories. 	<ul style="list-style-type: none"> -Retell the story, once they have developed a deep familiarity with the text. 	<ul style="list-style-type: none"> - Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. - Recognise and join in with predictable phrases. 	<ul style="list-style-type: none"> - Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - Recognise simple recurring literary language in stories and poetry. 	<ul style="list-style-type: none"> - Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. - Identify some themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> - Increase their familiarity with an even wider range of books, including fairy stories, myths and legends, and retelling some of these orally. - Identify themes and conventions in a wide range of books. 	<ul style="list-style-type: none"> - Increase 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. - Identify, and with support, discuss 	<ul style="list-style-type: none"> - Increase their familiarity with an even wider range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. - Identify and discuss themes and 	

							themes and conventions in and across a wide range of writing.	conventions in and across a wide range of writing.	
Poetry & Performance	<ul style="list-style-type: none"> - Sing a large repertoire of songs. - Know many rhymes, be able to talk about familiar books, and be able to tell a long story. 	<ul style="list-style-type: none"> -Develop storylines in their pretend play -Learn rhymes, poems and songs. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.(ELG) 	<ul style="list-style-type: none"> - Learn to appreciate rhymes and poems, and to recite some by heart. 	<ul style="list-style-type: none"> - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> - Prepare some poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Beginning to recognise some different forms of poetry (for example free verse and narrative poetry). 	<ul style="list-style-type: none"> - Prepare more detailed/complex poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. - Recognise some different forms of poetry (for example free verse and narrative poetry). 	<ul style="list-style-type: none"> - Learn a wider range of poetry by heart 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. 	<ul style="list-style-type: none"> - Learn a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding increased through intonation, tone and volume so that the meaning is clear to an audience. 	
Word meanings	<ul style="list-style-type: none"> - Continue to notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 	<ul style="list-style-type: none"> -Learn new vocabulary. -Use new vocabulary through the day. 	<ul style="list-style-type: none"> - Discuss word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> - Discuss and clarify the meanings of words, linking new meanings to known vocabulary. - Discuss their favourite words and phrases. 	<ul style="list-style-type: none"> - Beginning to use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> - Use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> -Use dictionaries to check the meaning of particularly unusual or uncommon words that they have read and discuss with peers. 	<ul style="list-style-type: none"> -Alongside dictionaries, use other means, such as prior knowledge of literature, to check the meaning of particularly unusual or uncommon words that they have read. 	
Understanding	<ul style="list-style-type: none"> -Understand the five key concepts about print: <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the 	<ul style="list-style-type: none"> -Reread books to build up their understanding and enjoyment. - Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary 	<ul style="list-style-type: none"> - 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 and correcting inaccurate reading (at their reading 	<ul style="list-style-type: none"> - Discuss the sequence of events in books and how items of information are related. - Answer and ask questions about the text. - Draw on what they already know or on background information and 	<ul style="list-style-type: none"> - Beginning to check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. -Ask simple questions to improve their understanding of a text. 	<ul style="list-style-type: none"> - Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Ask a wider range of questions to improve their understanding of a text. 	<ul style="list-style-type: none"> - Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. - Beginning to ask more detailed or complex questions to improve their understanding of a text. 	<ul style="list-style-type: none"> - Check that the book makes sense to them, discussing their increased understanding and exploring the meaning of a variety of words in context. - Ask more detailed or complex questions to improve their 	

	names of the different parts of a book • page sequencing	(ELG) -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 (C&L ELG)	level).	vocabulary provided by the teacher. - Check that the text makes sense to them as they read and correcting inaccurate reading (at their reading level).	- Beginning to identify main ideas drawn from more than one paragraph and summarise these.	- Identify main ideas drawn from more than one paragraph and summarise these.	- Beginning to summarise main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	understanding of a text. - Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.	
Inference			- Discuss the significance of the title and events. - Make simple inferences on the basis of what is being said and done.	- Make inferences on the basis of what is being said and done.	- Draw simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	- Beginning to draw a wider range of inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.	- Draw a wider range of inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with more detailed evidence.	
Prediction		-Anticipate – where appropriate – key events in stories (ELG)	- Predict what might happen on the basis of what has been read so far.	- Predict what might happen on the basis of what has been read so far (with a wider variety of stories and in more detail).	- Beginning to predict what might happen from details stated and implied (based on content, simple themes or text types).	- Predict what might happen from details stated and implied (based on content, themes, or a range of text types).	- Beginning to predict what might happen from details stated and implied (with a wider variety of stories and in more detail).	- Predict what might happen from details stated and implied (with a wider variety of stories and in more detail).	
Authorial Intent			-Discuss with the teacher how a story makes them feel.	-Discuss with the teacher how different texts make them feel when they read them. -Discuss with the teacher how a writer may have laid out the page to 'help the reader' (e.g. information texts).	-Discuss some words and phrases that capture the reader's interest and imagination. -Beginning to identify how language, structure, and presentation contribute to meaning.	-Discuss words and phrases that capture the reader's interest and imagination. -Identifies how language, structure, and presentation contribute to meaning.	-Beginning to Identify how language, structure and presentation contribute to meaning. -Beginning to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	-Identify how language, structure and presentation contribute to meaning. -Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	
	-Begins to	-Engage in non-fiction	-Become familiar	- Be introduced to	- Retrieve and records	- Retrieve and	- Beginning to	- Distinguish	

Non-fiction	<i>engage in non-fiction books.</i>	books. -Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	with non-fiction texts alongside fiction (and start to spot differences).	non-fiction books that are structured in different ways.	simple information from non-fiction.	records information from non-fiction.	distinguish between statements of fact and opinion. - Retrieve, record and begin to present information from non-fiction.	between statements of fact and opinion. - Retrieve, record and present information from non-fiction.	
Discussing reading	-Engage in extended conversations about stories, learning new vocabulary.	-Engage in story times. -Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate (C&L ELG)	- Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them.	- Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	- Beginning to participate in longer or more detailed discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	- Participate in longer or more detailed discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	- Recommend books that they have read to their peers, beginning to give reasons for their choices. - Participate in discussions about books, beginning to build on their own and others' ideas and beginning to challenging views courteously. - Beginning to explain and discuss their understanding of what they have read, including through formal presentations and Debates. - Beginning to provide reasoned justifications for their views.	- Recommend books that they have read to their peers, giving reasons for their choices. - Participate in discussions about books, building on their own and others' ideas and challenging views courteously. - Explain and discuss their understanding of what they have read, including through formal presentations and Debates. - Provide reasoned justifications for their views.	