KS1 & KS2 Reading Progression

Updated July 2020

	Year 1	Year 2
Decoding	• apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts	• secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending
Range of Reading	• listening to and discussing 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	• 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
Familiarity with texts	• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases	• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry
Poetry & Performance	• learning to appreciate rhymes and poems, and to recite some by heart	• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word meanings	• discussing word meanings, linking new meanings to those already known	• discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases
Understanding	• drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading	• discussing the sequence of events in books and how items of information are related • drawing on what they already know or on background information and vocabulary provided by the teacher • checking that the text makes sense to them as they read and correcting inaccurate reading
Inference	• discussing the significance of the title and events • making inferences on the basis of what is being said and done	• making inferences on the basis of what is being said and done • answering and asking questions
Prediction	• predicting what might happen on the basis of what has been read so far	• predicting what might happen on the basis of what has been read so far
Authorial Intent		
Non-fiction		• being introduced to non-fiction books that are structured in different ways
Discussing reading	• 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

	Year 3	Year 4
Decoding	• To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • To apply their growing knowledge of root words and prefixes, including • in-, im-, il-, ir-, dis-, mis-, • un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* • To apply their growing knowledge of root words and suffixes/word endings, including -ation, • -ly, -ous, -ture, -sure, -sion, • -tion, -ssion and -cian, to begin to read aloud.	• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.
Range of Reading	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes	• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes
Familiarity with texts	• To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and • reference books or textbooks. • To use appropriate terminology when discussing texts (plot, character, setting).	• To discuss and compare texts from a wide variety of genres and writers. • To read for a range of purposes. • To identify themes and conventions in a wide range of books. • To refer to authorial style, overall themes (e.g. triumph of good over evil) and • features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). • To identify how language, structure and presentation contribute to meaning. • To identify main ideas drawn from more than one paragraph and summarise these.
Poetry & Performance	• To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • To begin to use appropriate intonation and volume when reading aloud.	• To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). • To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
Word meanings	• To begin to read Y3/Y4 exception words.	• To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.
Understanding	• To check that the text makes sense to them, discussing their • understanding and explaining the meaning of words in context. • To discuss authors' choice of words and phrases for effect.	• Discuss vocabulary used to capture readers' interest and imagination.
Inference	• To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	• To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.
Prediction	• To justify predictions using evidence from the text.	• To justify predictions from details stated and implied

	Year 3	Year 4
Authorial Intent	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning
Non-fiction	• retrieve and record information from non-fiction	• To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information. • To use dictionaries to check the meaning of words that they have read.
Discussing reading	• 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	• 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

	Year 5	Year 6
Decoding	• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • 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.*	• 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.
Range of Reading	• To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. • To participate in discussions about books that are read to them and those they can read for • themselves, building on their own and others' ideas and challenging views courteously. • To identify main ideas drawn from more than one summarise these. • To recommend texts to peers based on personal choice. paragraph and to	• To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. • To recognise more complex themes in what they read (such as loss or heroism). • To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. • To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to • make improvements when participating in discussions. • To draw out key information and to summarise the main ideas in a text. • To distinguish independently between statements of fact • and opinion, providing reasoned justifications for their views. • To compare characters, settings and themes within a text and across more than one text.
Familiarity with texts	• 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 • identifying and discussing themes and conventions in and across a wide range of writing	• 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 • identifying and discussing themes and conventions in and across a wide range of writing
Poetry & Performance	• To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	• To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Word meanings	• To read most Y5/ Y6 exception words, • discussing the unusual correspondences between spelling and sound and where these occur in the word.	• To read most Y5/ Y6 exception words, • discussing the unusual correspondences between spelling and sound and where these occur in the word.
Understanding	• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas

	Year 5	**Year 6**
Inference	• To draw inferences from characters' feelings, thoughts and motives.	• To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). • To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Prediction	• To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	• To make predictions based on details stated and implied, justifying them in detail with evidence from the text.
Authorial Intent	• To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on • the reader.	• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Non-fiction	• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	• To retrieve, record and present information from non-fiction texts. • To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
Discussing reading	• recommending 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	• recommending 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