

Reading – Learning progression document

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING TEXT	<p>GPC knowledge and word reading</p> <p>Know that graphemes represent a phoneme and the more connections the reader makes, the more independent they can be.</p> <p>Know that words are read by blending phonemes.</p>	<p>Know that there are 40+ phonemes.</p> <p>Know that graphemes can represent more than one phoneme and the context helps the reader to decide the correct pronunciation.</p> <p>Know that words can be read at a glance and by noticing different parts (e.g. graphemes, syllables, suffixes)</p> <p>Know that unfamiliar words containing GPCs that have been taught can be read by blending sounds.</p> <p>Know that some exception words have unusual correspondences between spelling and sound.</p> <p>Know that a suffix is a letter or group of letters that go on the end of a word to change its meaning.</p> <p>Know that some words contain more than one syllable.</p> <p>Know that some words contain contractions and that an apostrophe represents the omitted letter.</p>	<p>Know that the more a reader quickly recognises parts of a word, e.g. syllables, prefixes, the more independent and fluent they can be.</p> <p>Know that some words contain two or more syllables.</p>	<p>Know that the reader can use what is known about familiar words to read unfamiliar words more fluently.</p>	<p>Know that the reader can use morphology and etymology to read unfamiliar words more fluently and understand the meaning of new words that they meet.</p>	<p>Know that reading new words with the correct pronunciation and identifying their meaning improves comprehension.</p>	
	<p>Fluency</p> <p>Know that written text can be read to sound like spoken language.</p>	<p>Know that reading words at a glance and using punctuation to read in phrases, leads to fluent reading.</p>	<p>Know that recognising a wider range of punctuation and reading with appropriate pace, intonation and expression supports understanding.</p>	<p>Know that expression and intonation can be altered to suit the audience or purpose for reading.</p>	<p>Know that by controlling tone, pitch, pace and volume the reader can create an atmosphere.</p>	<p>Know that readers can control their pace, pause, pitch, power and passion to convey their interpretation of the text.</p>	<p>Know that readers can alter their pace, pause, pitch, power and passion for different audiences and purposes and to reflect different perspectives.</p>
	<p>Rereading</p> <p>Know that listening to a text several times increases enjoyment and understanding.</p>	<p>Know that re-reading parts of text that required some slow decoding can increase fluency and understanding.</p>	<p>Know that accurate decoding does not always result in understanding and it is sometimes important to re-read parts of text.</p>	<p>Know that re-reading to clarify words or phrases increases understanding of text.</p>	<p>Know that re-reading to improve pace, expression and intonation increases understanding of text.</p>	<p>Know that re-reading to explore literary language increases understanding of text.</p>	<p>Know that rereading helps the reader find evidence to support their views and opinions.</p>

	Repairing	Know that correcting inaccurate reading leads to better accuracy. Know that reader's need to check the text makes sense to them.	Know that checking the text makes sense and correcting inaccurate reading develops accuracy of understanding.	Know that readers need to regularly assess their understanding of a text to ensure accuracy in their understanding and explanation of words in context.	Know that readers encounter text they do not understand and that meaning can be broken down due to opposing ideas.	Know that text can include morals, messages and themes that need unpicking using a range of strategies.	Know that text can include complex themes and language that need unpicking using a range of strategies.
	Background knowledge Know that characters in stories sometimes do and feel the same things as the reader.	Know that the reader's experiences help them to understand events and characters in text.	Know that the reader's experiences, background knowledge and vocabulary provided by the teacher can deepen understanding and help make comparisons between characters and events in a range of different texts.	Know that drawing on a range of familiar texts and experiences helps the reader identify themes, such as the triumph of good over evil.	Know that stories can include a range of themes and that the reader will relate to some of these because of what they have experienced or read in other books.	Know that building knowledge of a topic/theme helps the reader understand text that is outside of their experience and make comparisons within and across books.	Know that reading widely develops the reader's general knowledge, supports deeper understanding of text and helps make logical comparisons within and across books.
	Asking questions Know that reading or listening to stories raises questions in the reader's mind.	Know that wondering and asking questions about a text increases understanding and enjoyment.	Know that wondering and asking questions can help the reader develop a deeper understanding of characters and events.	Know that wondering and asking questions about information that is inferred, can help the reader understand themes, such as the triumph of good over evil.	Know that asking questions about text helps the reader explore different perspectives of characters, authors, and readers.	Know that asking questions helps the reader understand how the author is presenting a view of the world including how they depict values, age, gender and cultural groups.	Know that asking questions about a text can help the reader explore their developing opinions, values and view of the world.
	Predicting Know that the reader can use what they already know to suggest what might happen next.	Know that prior knowledge as well as information in the text can help the reader make sensible predictions about what might happen.	Know that some of the things the reader knows about characters or events even though they are not written down can help them predict what might happen.	Know that predicting requires the reader to link salient points as they read to confirm or reject ideas.	Know that predicting is an ongoing process that helps the reader monitor and adjust their understanding of text.	Know that there are a variety of clues that can be used to make ongoing predictions and support readers in monitoring their understanding of the text.	Know that personal opinions of characters and events in the story may affect a reader's ability to make reasonable predictions.
	Vocabulary Know that text contains words that the reader does not understand.	Know that some words or phrases will need clarifying and discussing if they are not understood in text that is heard or read.	Know that words and phrases can have more than one meaning but one will make sense in the context of the text. Know that certain words and phrases may stand out to readers.	Know that the context of the text can be used to infer the meaning of unfamiliar words and phrases. Know that certain words and phrases can capture the reader's interest and imagination. Know that a dictionary can be	Know that morphology and etymology help the reader understand unfamiliar words and phrases. Know that literary language can be used to capture the reader's interest and imagination and how changing language and presentation can alter and clarify meaning. Know that readers can use a	Know that reading more widely develops the reader's ability to use a range of strategies to clarify unfamiliar words and understand text. Know that readers can discuss and evaluate the author's use of language, including figurative language, to deepen their understanding of authorial intent and the impact on the reader. Know that readers can use context	Know that building a wide vocabulary and deep understanding of literary language helps the reader understand and enjoy a wide range of challenging text. Know that an author's choice of language is purposeful to achieve a desired effect on the reader. Know that the impact on the reader would change if different language choices were made. Know that there are a wide range

				used to define unfamiliar words.	dictionary to check their understanding of vocabulary and define unfamiliar words.	clues and a dictionary to check their understanding of vocabulary and define unfamiliar words.	of strategies to identify the meaning of unfamiliar vocabulary.
	<u>Inferring</u> Know that readers can know things about a text even though it is not written down.	Know that the reader can understand why things happen, and why a character feels or behaves in a certain way even though it is not written down.	Know that the reader can use ideas from the text and their own experience to explain why things happen and why a character might behave or feel a certain way, even though it is not written down.	Know that the reader can use information stated and implied to explain characters' feelings, thoughts and motives. Know that inferences can be justified with evidence from the text. Know that the reader can use ideas from the text that are inferred to understand themes, such as the triumph of good over evil.	Know that there can be more than one reason why events happen or why a character might feel or behave in a certain way. Know that inferences, and personal opinions, can be justified with evidence from the text, including dialogue. Know that the reader can use ideas from the text that are inferred to understand a range of themes.	Know that inference supports the reader to understand literary language and explore vocabulary more deeply. Know that inferences, and personal opinions, can be justified with a range of evidence from the text, including dialogue, character interactions, actions and reactions and the author's vocabulary choices. Know that readers can use evidence from the text to distinguish between facts and opinions.	Know that inference supports the reader to explore how authors provide information, values, and ideas to present the world in different ways. Know that readers can use evidence from the text to identify the differing perspectives of characters and differing accounts of the same event. Know that the author's viewpoint can be inferred.
	<u>Summarising</u> Know that text has key points.	Know that remembering key points from what has been read helps the reader understand a text.	Know that sequencing events and making links between them can increase the reader's understanding.	Know that identifying key events (<i>in more than one paragraph</i>) and making regular, brief summaries of what has been read increases understanding.	Know that identifying details that support the key points increases understanding.	Know that the key points of a summary may change as the reader reads on.	Know that effective summarising helps the reader identify the most pertinent points to use in discussion and presentation.
RESPONDING TO TEXT	<u>Preference - choice</u> Know that some texts are more interesting or enjoyable than others.	Know that readers can say why they do or do not like a text.	Know that readers have favourite authors and genres.	Know that sharing recommendations helps readers to expand their preferences.	Know that reading widely helps readers to expand their preferences and recommend books to different audiences.	Know that reading widely helps readers to expand their preferences and make reasoned choices when recommending books to different audiences. Know that reading books beyond the reader's preferences helps to develop their understanding of other people's	Know that reading widely helps readers to expand their preferences and make reasoned choices when recommending books to different audiences and for different purposes. Know that reading books beyond the reader's preferences helps them to explore their developing opinions, values,

						experiences and views of the world.	and view of the world.
Book talk/ discussion Know that readers talk about text.	Know that discussing the significance of titles and events deepens understanding. Know that to discuss a text, the reader needs to listen to others and share their own opinions.	Know that listening to, discussing and expressing personal views on a wide range of texts (<i>contemporary and classic poetry, stories and non-fiction</i>) increases understanding and enjoyment. Know that readers can respond to the opinions of others.	Know that listening to and discussing a wide range of texts (fiction, poetry, plays, non-fiction and reference books or textbooks) increases understanding and enjoyment. Know that considering the comments others make about a text may change the reader's opinion.	Know that listening to and discussing a wide range of texts (fiction, poetry, plays, non-fiction and reference books or textbooks) increases understanding and enjoyment. Know that evidence from the text can be used in discussion to help the reader build their own ideas and comment on the ideas of others.	Know that discussing a wide range of texts (fiction, poetry, plays, non-fiction and reference books or textbooks) helps the reader to develop their understanding of other people's experiences and views of the world. Know that readers may have similar or opposing views about books and that differing views can be challenged when reasoned justifications are provided. Know that readers can explain and discuss their understanding in a variety of ways including debates and formal presentations.	Know that discussing text helps the reader to explore their developing opinions, values, and view of the world. Know that questions and evidence from the text can be used to courteously challenge views that are different to your own. Know that notes can be used to maintain focus on a topic during formal presentations and debates.	
Drama/interaction Know that ideas and characters from text can be used in play.	Know that role play helps the reader retell the events of a text in order.	Know that drama helps the reader develop a deeper understanding of characters and events.	Know that drama helps the reader explore and understand themes in text.	Know that drama helps the reader develop empathy and to see events from different perspectives.	Know that drama helps the reader to extend their vocabulary by using literary language in context.	Know that drama helps the reader to look beyond the text and explore their developing opinions, values, and view of the world.	
Retrieval Know that readers can answer questions and have opinions about text.	Know that readers can show what they have understood about a text by answering questions.	Know that readers need to identify what the question is asking for and retrieve evidence from the text when answering literal and inferential questions.	Know that readers use organisational features (e.g. title, headings, index, captions) in text to locate pertinent information.	Know that readers skim and scan text to retrieve pertinent information.	Know that readers can retrieve, record and present information from non-fiction texts in a variety of ways to show their understanding.	Know that readers need to evaluate the credibility of the information retrieved from a variety of texts/sources.	
Poetry and performance	Know that reciting simple poems by heart develops the reader's understanding of the text. Know that the reader can change their voice to show understanding of characters.	Know that reciting a repertoire of poems by heart develops understanding and enjoyment. Know that using appropriate intonation helps to make meaning clear.	Know that reciting a repertoire of poems by heart develops the reader's enjoyment and understanding of structure. Know that the reader's understanding can be shown through intonation, tone and volume when preparing poems and play scripts to read aloud or perform.	Know that reciting a repertoire of poems by heart develops the reader's understanding of the author's choices Know that the reader must consider the enjoyment of their audience through their use of varying intonation, tone, volume and actions when reading	Know that learning a wide range of poetry by heart from different cultures and periods in history develops our understanding of how language has evolved and is used differently. Know that the reader can show empathy and convey personal opinions or those of other characters through their use of varying intonation, tone, volume and actions	Know that learning a wide range of poetry by heart from different cultures and periods in history develops our understanding of other people's experiences and views of the world. Know that the reader can choose appropriate intonation, tone, volume and actions when reading aloud or performing to show a good	

		Know that some texts have predictable phrases.	Know that some texts have simple, recurring literary language.	Know that there are different forms of poetry (free verse, narrative, haiku)	aloud or performing. Know that different forms of poetry (free verse, narrative, haiku) have different recognisable features.	when reading aloud or performing. Know that language and poetic devices differ between different forms of poetry (free verse, narrative, haiku, nonsense, classical).	awareness of their audience and make meaning clear. Know that meaning can be broken down where complex figurative or archaic language is used in classic and modern poetry. Know that some language has changed its meaning over time.
ANALYSING TEXT	Know that text contains interesting words and phrases.	Know that language in text differs from spoken language.	Know that language in text can have an emotional impact on the reader.	Know that the author makes deliberate choices about language, structure and presentation to have an impact on the reader.	Know that the author's choice of language and presentation directs how the reader perceives characters, settings, topics and themes.	Know that the author's use of language and presentation can be interpreted in different ways and that the reader needs to be able to justify their interpretation.	Know that the author's choice of language and presentation can create bias and the reader needs to consider how this influences their developing opinions, values, and view of the world.
	Know that some fairy tales and traditional tales have particular characteristics.	Know that there are a wide range of stories, including fairy tales and traditional tales, that have particular characteristics.	Know that there are a wide range of books (including fairy tales, myths and legends) can enhance the reader's oral retelling.	Know that the particular characteristics of a wide range of books (including fairy tales, myths and legends) can enhance the reader's oral retelling.	Know that the particular characteristics of a wide range of books (including fairy tales, myths and legends) can enhance the reader's oral retelling.	Know that reading and discussing 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) increases understanding of the world and unlocks new language.	Know that reading, discussing and comparing 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) increases understanding of the world and unlocks new language.
			Know that non-fiction books are often structured in different ways.	Know that books can be structured in different ways for a range of purposes.	Know that books are written for a range of purposes which can be identified through language choices and structure.	Know that books are structured in different ways intentionally and that purpose can be unlocked, compared and justified with evidence.	Know that there are a range of non-fiction text types that use similar and different conventions.