



Coddington C of E

Primary and Nursery School

Reading Progression Document

Key Areas	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Know that there are different sounds.</p> <p>Know that we can blend sounds,</p> <p>Know sounds can be made with multiple letters.</p> <p>Know that some words can't be sounded out.</p>	<p>Know that phonics knowledge can be applied to decode text.</p> <p>Know that sentences can be read using our phonics.</p> <p>Know and read speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes.</p> <p>Read Year 1 common exception words, note unusual correspondences between spelling and sound (identifying where they appear) read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est)</p>	<p>Apply phonic decoding until automatic and reading is fluent read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly re-</p> <p>Read books to build up fluency and confidence in word reading note punctuation to read with appropriate expression.</p> <p>Read accurately by blending, including alternative sounds for graphemes read Year 2 common exception words, note unusual correspondences read aloud books matched to phonic knowledge by sounding out unfamiliar words.</p>	<p>Know unusual phoneme/grapheme correspondences.</p> <p>Know how to word problem solve by breaking unfamiliar words in different ways and quickly combining to read and understand. Including: noticing root words, prefixes, suffixes (including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, -tion, -sion, -ssion, -cian).</p>	<p>Note unusual correspondences between spelling and sounds where these occur in words.</p> <p>Use what they know about similar words to help them pronounce and understand the meaning of unfamiliar words.</p>	<p>Focus on all the letters in a word (to avoid inaccuracies e.g. reading 'invitation' as 'imitation' because it is similar)</p> <p>Quickly recognising and being about to pronounce a wider range of prefixes and suffixes including -fer, -ance, -ancy, -ent, -ence, -ency, -ible, -able</p>	<p>Pay close attention to the whole word.</p> <p>Automatically apply knowledge of morphology, etymology and analogy to read aloud and to understand the meaning of unfamiliar words.</p>

			Automatically read polysyllabic words containing above graphemes read most words quickly & accurately without overt sounding and blending.				
Reading behaviours and fluency	<p>Know we can re-read stories for understanding and enjoyment.</p> <p>Know how to discuss stories.</p> <p>Know we can listen to stories.</p> <p>Know that background knowledge can help us to understand a text.</p> <p>Point to and looking carefully at each word as they read and knowing a full stop shows them they have got to the end of the sentence.</p> <p>Express when something doesn't make sense to them.</p>	<p>Re-read words, phrases and sentences that required some sounding out on the first read.</p> <p>Connect what they read or hear to their own experiences.</p> <p>Reads age-appropriate texts fluently, pauses appropriately, reading in phrases, and using punctuation with around 90% accuracy</p> <p>Look carefully at each word without pointing.</p> <p>Read simple phrases at a good pace with appropriate expression.</p> <p>Know we can join in with predictable phases.</p> <p>Ask adults to explain words or phrases they don't</p>	<p>Independently re-reading words, phrases, and sentences when the text required some slow decoding</p> <p>Will self-correct spontaneously and at the point of error.</p> <p>Recognising and know how to use punctuation (. , "" ! ?) to read longer phrases at a good pace with appropriate expression and intonation</p> <p>Sustain silent reading most of the time.</p> <p>Sustain interest in longer narratives e.g. a short chapter book.</p> <p>Recognise the difference between description in fiction and non-fiction e.g. in non-fiction description is</p>	<p>Check that the text makes sense to them.</p> <p>independently re-reading text that required some slow decoding or when the text doesn't make sense to them</p> <p>Uses dictionaries independently to check meaning of new vocabulary</p> <p>Use a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression.</p> <p>Read silently most of the time.</p> <p>Notice when they encounter parts of the text they do not understand and actively using a range of strategies to support their understanding.</p>	<p>Check that the text makes sense to them and re-read for a greater understanding.</p> <p>Listen to the opinions of others and adjusts own thinking/understanding where appropriate.</p> <p>Explain similarities and differences with own experiences.</p> <p>Re-read parts of text to improve pace, expression and intonation.</p> <p>Use a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud.</p> <p>Notice when they encounter parts of the text they do not understand and actively using a wide range of strategies</p>	<p>Understand where meaning is broken down.</p> <p>Justify personal response to particular texts and characters with evidence.</p> <p>Read smoothly and accurately with appropriate expression and intonation that matches their interpretation of the text.</p> <p>Notice when they do not understand an idea or theme in the text and use a range of strategies to support their understanding.</p>	<p>Automatically, identify and repair meaning break down.</p> <p>Express and justify personal preferences regarding significant authors/poets.</p> <p>Read a wide range of texts accurately and at pace; controlling their tone, pitch, pace and volume to create atmosphere.</p> <p>Notice when they do not understand the more complex themes in the text and use a range of strategies to support their understanding.</p>

		understand.	generally used for precision rather than to create an emotional response. Notice when they read a word or phrase they don't understand and know what they can do to help them understand.		to support their understanding.		
Range of reading	<p>Listen to a range of stories and rhymes.</p> <p>Choose from a wide range of texts</p> <p>Know that non-fiction books are factual.</p> <p>Listen to and talk about selected non-fiction books.</p> <p>Know what a book is.</p> <p>Know what a story is.</p> <p>Know there are different types of text.</p> <p>.</p>	<p>Listen to and discuss a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales at a level beyond that at which they can read independently.</p> <p>Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.</p> <p>Understand that there is a range of non-fiction texts, e.g. different layouts for instructions, non-fiction books etc.</p>	<p>Listen to, discuss and express views about a wide range of contemporary and classic poetry, non-fiction and stories (including a wider range of stories, fairy stories and traditional tales) at a level beyond that at which they can read independently.</p> <p>Know that non-fiction books that are structured in different ways.</p>	<p>Read, listen to, discuss, and retell a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends.</p> <p>Read books that are structured in different ways.</p> <p>Retrieve and record information from non-fiction texts.</p>	<p>Read, listen to, discuss, and retell a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends.</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Retrieve and record information from non-fiction texts</p>	<p>Reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Read books that are structured in different ways and comment on the difference in structure.</p> <p>Distinguish between statements of fact and opinion</p> <p>Retrieve, record and present information from non-fiction texts</p>	<p>Read, compare and discuss an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions</p> <p>Read books that are structured in different ways, elaborating and providing evidence for the difference in structure.</p> <p>Distinguish between statements of fact and opinion and explain the difference.</p> <p>Retrieve, record and present</p>

							<p>information from non-fiction texts in a variety of ways.</p> <p>Identify and analyse conventions across a range of non-fiction text types and forms looking at the differences in conventions within the same text type e.g. categorise subsets of persuasive texts into groups.</p>
<p>Poetry and performance</p>	<p>Know what rhymes are.</p> <p>Know we can sing songs.</p> <p>Know words can rhyme.</p>	<p>Know we can recite poems/songs/rhymes by heart.</p> <p>Recite poems/songs/rhymes by heart.</p> <p>Identify pattern in poetry.</p>	<p>Know and build up a repertoire of poems/rhymes/songs learnt by heart.</p> <p>Recite some poems/rhymes/songs with appropriate intonation to make the meaning clear.</p>	<p>Prepare poems and play scripts to read aloud and to perform.</p> <p>Recognise different forms of poetry.</p>	<p>Prepare poems and play scripts to read aloud and to perform thinking about the enjoyment for the audience.</p> <p>Recognise some different forms of poetry.</p> <p>Identify a wide range of poetic forms (e.g. haiku)</p>	<p>Learn a wider range of poetry by heart.</p> <p>Prepare 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.</p>	<p>Learn a wider range of poetry by heart, encompassing a variety of poetry types, such as nonsense, classical, etc.</p> <p>Prepare poems and plays to read aloud and to perform, demonstrating a good level of understanding of the audience. Children show an awareness of the use of voice and other methods. They assess the effectiveness of the performance using criteria and evidence from live performances.</p>
<p>Vocabulary</p>	<p>Know words have meaning.</p> <p>Know words may mean different</p>	<p>Know words may have similar meanings.</p> <p>Know how to find</p>	<p>Know that dictionaries are in alphabetical order.</p> <p>Discuss and clarify</p>	<p>Know that dictionaries can be used to find meaning and thesauruses can be</p>	<p>Access dictionaries or read around the word to establish meaning independently.</p>	<p>Use a range of strategies to identify the meaning of new vocabulary.</p>	<p>Discuss their understanding and explore the meaning of words in context.</p>

	<p>things in different contexts.</p>	<p>new meanings.</p> <p>Discuss word meanings and link new meanings to words already known</p> <p>Identifies simple and recurring literary language.</p> <p>Identify the meaning of vocabulary in context.</p> <p>Explain their understanding of texts that are pitched beyond the level they can read independently.</p>	<p>the meanings of words and link new meanings to known vocabulary.</p> <p>Discuss effective language choices, e.g. 'slimy' is a good word there because ...</p> <p>Identify adverbs that help to tell us how the character is feeling</p> <p>Identify that the verbs used for dialogue tell us how a character is feeling e.g. "I grabbed" or ... he shouted.</p>	<p>used to find synonyms and antonyms.</p> <p>Identify new vocabulary and sentence structure to develop understanding.</p> <p>Identify and understands meanings of a wide range of conjunctions used to link events together.</p> <p>Identify a range of words used to build up a narrative.</p>	<p>Note examples of descriptive language and explain the mood or atmosphere they create.</p> <p>Notice key words and phrases used to convey passing of time to introduce paragraphs or chapters.</p> <p>Identify how specific words and phrases link sections, paragraphs and chapters.</p> <p>Identify how authors use language for purpose.</p>	<p>Identify examples of effective description, commenting both on word and sentence choice.</p> <p>Notes words and phrases in pre twentieth century writing which have changed their meaning over time.</p>	<p>Notice where the author uses a wider range of cohesive language to create more sophisticated links between and within paragraphs e.g. where the author has avoided over-use of obvious adverbials/conjunctions such as 'on the other hand.</p> <p>Explain how poets create shades of meaning, justifying own views with reference to the text and to other sources of evidence e.g. wider reading.</p>
<p>Retrieval</p>	<p>Answer 'how' and 'why' questions about their experiences and in response to stories.</p> <p>Know that re-reading a story is useful.</p>	<p>Know that answers are found in the text.</p> <p>With support, justify their views about texts they have had read to them e.g. uses the word 'because'.</p> <p>Recognise patterns in texts, e.g. repeated phrases and refrains.</p> <p>Discuss the significance of the title.</p>	<p>Know that we can reread to make sense.</p> <p>Know we can make links between books.</p> <p>Retrieve information stated within text (may not be obvious) and use evidence from a text – may look through the book to help them remember or use information.</p>	<p>Identify morals and messages in a story</p> <p>Refer back to text for evidence when explaining.</p> <p>Extract information from tables and charts.</p> <p>Can use contents pages and indexes to locate information.</p> <p>Retrieve and record significant information in fiction and non-</p>	<p>Identify morals and messages in a story.</p> <p>Skim and scan to retrieve and record information from non-fiction.</p> <p>Identify key words and phrases when making a point.</p> <p>Identify the structure and features of a range of non-fiction, narrative and poetry texts.</p> <p>Analyse how</p>	<p>Identify key details to support the main ideas.</p> <p>Retrieve information from text where there is competing information</p> <p>Use information they have gathered from fiction and non-fiction to participate in debates, to inform reports and to create formal presentations.</p>	<p>Retrieve information, referring to more than one place in the text, and where there is competing (distracting) information.</p> <p>Use information they have gathered from fiction and non-fiction to participate in debates about more complex issues and to create formal presentations.</p>

		Retrieve key information from a text.	Begin to use dictionaries, glossaries and indexes to locate meanings and information. Show awareness of use of features of organisation e.g. index, bold headings. Understand that books can be used to find things out, and are beginning to do so.	fiction texts and use this to answer questions.	structural and presentational features contribute to purpose in a range of texts. Make references to the text as evidence for their explanations and justifications.		
Summarising	Know how to summarise main events in a story. Talk with an adult about what has happened in a story	Identify how non-fiction texts are sequenced. Retell a story in sequence, giving the main events.	Identify the sequence of events e.g. answers questions such as 'Which event happened first? What happened before he fell over?' Draw together information from across a number of sentences to sum up what is known about a character, event or idea.	Summarise main ideas from a text. Begin to identify themes across texts.	Summarise the main ideas drawn from longer texts, identifying key details that support the main idea.	Make regular, brief summaries of what has been read, considering what is known or can be inferred about a character, event or theme.	Summarise competing views. Analyse dialogue at certain points in a story and summarise it's purpose e.g. to explain plot, show character and relationships, convey mood or create humour. Summarise the main ideas drawn from more than one paragraph Identifying key details to support the main ideas.
Inference	Know characters have thoughts and feelings. Know we can use the text to infer	Know titles may hold significance. Know meaning can be inferred from what is said or done.	Know that not all meaning is stated, some is implied. Ask and answer questions.	Infer character's feelings, motives, behaviour and relationships based on descriptives and their actions in the	Justify opinions of particular characters. Distinguish between fact and opinion.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify	Use information given and implied to identify and explore key ideas and more complex themes.

	<p>meaning and give explanations for their choices.</p>	<p>Express preferences linked to own experiences</p> <p>Use different voices for characters when reading dialogue aloud.</p> <p>Join ideas in the text and draw on their own experiences to infer how a character might be feeling or why they are behaving in a particular way.</p>	<p>Demonstrate empathy with characters.</p> <p>Identify evidence of change as a result of events.</p> <p>Recognise that different characters have different thoughts/feelings about, views on and responses to particular scenarios.</p> <p>Identify common themes in traditional tales.</p>	<p>story</p> <p>Empathise with characters and make links with their own experiences when making judgements about the characters actions.</p> <p>Justify their views about what they have read.</p> <p>Identify how settings are used to create atmosphere.</p>	<p>Make deductions about characters' motives and feelings and explain whether their behaviour was predictable or unexpected.</p> <p>Explore alternative outcomes to an issue.</p> <p>Analyse dialogue, making judgements about the extent to which characters reveal their true feelings or motives.</p> <p>Evaluates texts for their appeal for their intended audience</p>	<p>inferences with evidence.</p> <p>Recognise that characters may have different perspectives in the story.</p> <p>Consider the time and place where a story is set and looks for evidence of how that affects characters' behaviour and/or plot development.</p> <p>Examine their reasoning and provide evidence from the text to justify their assumption..</p>	<p>Draw reasoned conclusions from non-fiction texts which present differences of opinion.</p> <p>Examine their reasoning and use evidence from the text to confirm or adjust their assumptions.</p>
<p>Prediction</p>	<p>Know what a prediction is.</p> <p>Wonder and predict what might happen next.</p>	<p>Know they can predict what happens next.</p> <p>Know that the text can be used to inform their predictions.</p>	<p>Predict what might happen on the basis of what has been read so far.</p> <p>Adapt predictions where necessary.</p> <p>Predicts some key events of a story based on the settings described in the story opening.</p> <p>Wonder and ask themselves questions when reading.</p>	<p>Predict what might happen from details stated and can indicate the strength/likelihood of their prediction being correct.</p> <p>Adapt predictions when new information is given that alters their predictions.</p> <p>Ask themselves questions and making sensible predictions as they read from information stated</p>	<p>Predict on the basis of mood, atmosphere or how a character will behave in a particular setting.</p> <p>Evaluate and revise their predictions as they read on.</p>	<p>Make predictions as they read, drawing on prior knowledge from texts and their own experiences.</p> <p>Use information in the text to evaluate the plausibility of their assumptions.</p>	<p>Predict what might happen from details stated and implied and explain their reasoning behind their predictions.</p> <p>Using information in the text to support or alter their assumptions as they read.</p> <p>Identify whether changes in characters met, challenged the reader's expectations.</p>

				and implied.			
Authorial intent	<p>Know that there is meaning in books.</p> <p>Noticing and talking with an adult about interesting words and phrases in text read to them.</p>	<p>Know that the author selects words carefully to give meaning.</p> <p>Know that phrases may be repeated in books.</p> <p>Talk to adults and their peers about interesting words and phrases in texts read to them</p>	<p>Know that the author uses certain words and phrases to capture the reader's interest.</p> <p>Know that the author uses different structures to convey meaning.</p> <p>Recognise and talk about literary language in stories and poetry and discuss words and phrases that interest them.</p> <p>Identify how settings and characters are created using specific vocabulary that creates imagery.</p>	<p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Identify how language, structure, and presentation contribute to meaning.</p> <p>Analyse the use of language to set scenes, build tension and create suspense</p>	<p>Understand how authors use a variety of sentence constructions e.g. relative clauses to add detail.</p> <p>Explain the decisions that the author has made in setting up problems for the characters and choosing how to resolve them.</p> <p>Discuss words and phrases that capture the reader's interest and imagination and how changing language and presentation can alter and clarify meaning.</p>	<p>Identify how language, structure and presentation can contribute, adapt or consolidate meaning.</p> <p>Comment on use of language using terminology including onomatopoeia, metaphor, personification and consider the impact on the reader and how the impact would change if different choices were made.</p> <p>Identify how an author varies pace.</p> <p>Recognise the style of different authors and recognise their intended audience.</p>	<p>Identify how language, structure and presentation contribute to meaning and discuss the effects of this.</p> <p>Discuss and evaluate how authors use language, including figurative language and consider the impact on the reader.</p> <p>Identify how an author varies pace and creates suspense by using punctuation.</p> <p>Identify conventions across a range of non-fiction text types and forms and can identify where a common convention has been broken/breached/ignored! Offer reasons for why the author may have chosen to do this</p>
Discussing reading	<p>Know we can retell a story.</p> <p>Talk about their favourite books and stories.</p>	<p>Know that stories have meaning.</p> <p>Participate in discussion about what is read to</p>	<p>Participate in discussion about books, poems & other works.</p> <p>Explain clearly what</p>	<p>Participate in discussion about both books that are read to them and those they can read for themselves.</p>	<p>Ask questions to improve their understanding of a text</p> <p>Express personal</p>	<p>Participate in discussions about books, building on their own and others' ideas and challenging views</p>	<p>Ask open questions to improve their understanding and justify responses in relation to the text..</p>

		<p>them.</p> <p>Know there are different types of text.</p> <p>Ask questions to clarify.</p>	<p>is read to them.</p> <p>Consider why others might want to read something.</p> <p>Explain differences between fiction and non-fiction.</p>	<p>Asks increasingly informed questions to improve understanding of a text by linking to other texts or their own experiences.</p> <p>Retell some stories orally and identify themes and conventions in a wide range of books.</p> <p>Read books by authors they have not met before and consider why others might want to read them.</p>	<p>preferences regarding the work of significant authors/poets.</p> <p>Read books by authors they have not met before and recommend these to their peers.</p>	<p>courteously.</p> <p>Recommend books that they have read to their peers and give reasons for their choices.</p> <p>Explain and discuss their understanding of what they have read and provide reasoned justifications for their views</p>	<p>Recommend books that they have read to their peers and give reasons for their choices drawing upon comparisons to other t texts.</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>
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