

Progression in Reading							
	EYFS						
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding / Word Reading	<p>3-4 Year Olds</p> <p>Reception</p> <p>Early Learning Goals</p> <ul style="list-style-type: none">• Develop phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound, such as money and mother.• Read individual letters by saying the sounds for them.• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.• Read some letter groups that each represent one sound and say sounds for them.• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.• Say a sound for each letter in the alphabet and at least 10 digraphs.• 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 exceptions words.	<ul style="list-style-type: none">• Apply phonic knowledge to decode words.• Respond with the correct sound for graphemes for all 40+ phonemes – including alternative sounds.• Read accurately by blending.• Read common exception words• Read common suffixes, such as -s, -es, ing.• Read multi-syllable words linked to phonics.• Read contractions such as I’m, can’t, we’ll.• Read aloud phonically decodable texts.	<ul style="list-style-type: none">• Apply phonic knowledge and skills consistently to decode quickly and accurately.• Read accurately by blending, including alternative sounds for graphemes.• Read multi-syllable words containing these graphemes.• Read common suffixes such as: -ment, -less, -ness, -ful and -ly.• Read exception words.• Read most words quickly and accurately.• Read some phonically decodable books with fluency, sound out unfamiliar words automatically.• Reread books to build up fluency and confidence.	<ul style="list-style-type: none">• Read with fluency a range of age-appropriate text types. Reading at a speed sufficient for them to focus on understanding with some support.• Read most common exception words.• Use phonic skills to address unfamiliar or challenging words.• Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g.: disagree, misbehave, incorrect.• Have opportunity to read aloud and perform, through poems, presentations, performances – showing appropriate intonation and volume.• Listen to, discuss and express views about a range of texts, sometimes at a level beyond that which they can read independently.	<ul style="list-style-type: none">• Read with fluency a range of age-appropriate text types. Reading at a speed sufficient for them to focus on understanding with some support.• Read most common exception words by sight - noting some correspondence with spelling and sounds.• Use phonic skills consistently to address unfamiliar or challenging words.• Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g.: disagree, misbehave, incorrect.• Have opportunity to read aloud and perform, through poems, presentations, performances – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud.• Listen to, discuss and express views about a wide range of texts – beginning to justify comments.	<ul style="list-style-type: none">• Fluently and automatically read a range of age-appropriate text types.• Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g.; suspect/ suspicious, change/ changeable.• Know securely the different pronunciations of words with the same letter -string e.g.; bought, rough, cough, though.• Use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear.	<ul style="list-style-type: none">• Fluently and effortlessly read the full range of age-appropriate text types.• Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g.; ambitious, infectious, observation.• Use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text,

Fluency	<ul style="list-style-type: none"> Understand the five key concepts about print: print has meaning, the names of different parts of a book, print can have different purposes, page sequencing, we read English text from left to right and from top to bottom. Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in words, recognise words with the same initial sound, such as money and mother. Blend sounds into words, so that they can read short words made up of letter-sound correspondences. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exceptions words. 	<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> To read fluently aloud, sounding out unfamiliar words. To reread books to build up fluency and confidence in word reading. 	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.		
Word Meanings		<ul style="list-style-type: none"> Discuss word meanings, link 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 favourite words and phrases. 	<ul style="list-style-type: none"> Begin to explain the meaning of words in context; use dictionaries to check meanings. Discuss words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> Explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently. Discuss and explain words and phrases that capture the reader's interest and imagination. 	<ul style="list-style-type: none"> Discuss their understanding of the meaning of words in context – finding other words which are similar. Explore finer meanings of words. Show, discuss and explore their understanding of the meaning of vocabulary in context.
Range of Reading	<ul style="list-style-type: none"> To enjoy an increasing range of books. 	<ul style="list-style-type: none"> Listen to and discuss a wide range of texts at a level beyond that at which they can read independently. 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 texts at a level beyond that at which they can read independently. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of texts, sometimes at a level beyond which they can read independently. 	<ul style="list-style-type: none"> Listen to, discuss and express views about a wide range of texts – beginning to justify comments. 	<ul style="list-style-type: none"> Read a growing repertoire of texts – both fiction and non-fiction. Demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction.
Familiarity with Texts	<ul style="list-style-type: none"> To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories. To follow a story without pictures or props. 	<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 retell a wide range of stories. Recognise simple recurring literary language. 	<ul style="list-style-type: none"> Identify themes and conventions in a range of books. 	<ul style="list-style-type: none"> Identify themes and conventions in a range of books and begin to make comparisons. 	<ul style="list-style-type: none"> Be familiar with a range of text types. Discuss and comment on themes and conventions in various genres. Demonstrate familiarity with different text types. Accurately identify and comment on the features, themes and conventions across a range of texts and understand their use.

- Sing a large repertoire of songs.
- Know many rhymes, be able to talk about familiar books, and be able to tell a long story.
- Take part in simple pretend play, using an object to represent something else even though they are not similar.
- Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.
- Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.
- Create their own songs, or improvise a song around one they know.
- Engage in story times.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Learn rhymes, poems and songs.
- Sing in a group or on their own, increasingly matching the pitch and following the melody.
- Develop storylines in their pretend play.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Make use of props and materials when role playing characters in narratives and stories.
- Invent, adapt and recount narratives and stories with their peers and their teacher.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
- Appreciate rhymes and poems and recite some by heart.
- Build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear.
- Recognise some different forms of poetry and explain differences.
- To prepare and perform poems, performances, that show some awareness of the audience when reading aloud.
- To begin to use appropriate intonation and volume when reading aloud.
- Recognise, compare and evaluate several different forms of poetry.
- To prepare and perform poems, play scripts, performances with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.
- Read and recite some age-appropriate and more challenging poetry that has been learned by heart.
- To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.
- Demonstrate that they have learned a range of poetry using a range of devices to engage the audience for effect.

Inference	<ul style="list-style-type: none">• Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<ul style="list-style-type: none">• Discuss the significance of the title and events.• Make inferences on the basis of what is being said and done.	<ul style="list-style-type: none">• Make inferences on the basis of what is being said and done.• Answer and ask questions.	<ul style="list-style-type: none">• Draw inferences and justify with evidence e.g. characters’ feelings, thoughts and motives from their actions or words.	<ul style="list-style-type: none">• Draw inference and justify with evidence e.g. characters’ feelings, thoughts and motives from their actions/ words – and draw comparisons with little prompting.	<ul style="list-style-type: none">• Draw inference and justify these with evidence from the text e.g. explain how a characters’ feeling changed and how they know this.	<ul style="list-style-type: none">• Make developed inferences and explain and justify with textual evidence to support their reasoning.
Non-Fiction	<ul style="list-style-type: none">• Engage in non-fiction books.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	<ul style="list-style-type: none">• Listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher.	<ul style="list-style-type: none">• Be introduced to non-fiction books that are structures in different ways.	<ul style="list-style-type: none">• Listen to and discuss a range of non-fiction, identifying their characteristics and recognising typical presentational features.• Retrieve and record information from non-fiction texts.	<ul style="list-style-type: none">• Listen to and discuss a range of non-fiction that are structured in different way recognising typical presentational features.• Know how information is signposted in reference book and use this to retrieve and record information from non-fiction/ reference texts.	<ul style="list-style-type: none">• Confidently retrieve, record and present information from non-fiction texts.	<ul style="list-style-type: none">• Retrieve, record and present information from non-fiction texts – independently and creatively.
Prediction	<ul style="list-style-type: none">• Anticipate (where appropriate) key events in stories.	<ul style="list-style-type: none">• Predict what might happen on the basis of what has been read so far.	<ul style="list-style-type: none">• Predict what might happen on the basis of what has been read so far.	<ul style="list-style-type: none">• Predict what might happen from simple details both stated and implied.	<ul style="list-style-type: none">• Make credible predictions about what might happen from details stated and implied.	<ul style="list-style-type: none">• Make credible and insightful predictions.	<ul style="list-style-type: none">• Make credible and insightful predictions which are securely rooted in the text.

- Enjoy listening to longer stories and can remember much of what happens.
- Understand ‘why’ questions, like: “Why do you think the caterpillar got so fat?”
- Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.
- Engage in extended conversations about stories, learning new vocabulary.
- Listen to and talk about stories to build familiarity and understanding.
- Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.
- Listen carefully to rhymes and songs, paying attention to how they sound.
- Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.
- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
- 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 correct inaccurate reading.
- Discuss the sequence of events in books and how items of information are related.
- 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 correct inaccurate reading.
- Check the text makes sense, reading to the punctuation and usually re-reading or self-checking.
- Explain and discuss their understanding of the text e.g. explain events, describe a character’s actions.
- Identify how language, structure and presentation contribute to meaning e.g. trembling indicates that the child is scared, text box provides a list of quick facts.
- Check that the text makes sense, reading to the punctuation and habitually re-reading.
- Explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character may change through the story etc...
- Identify and summarise main areas drawn from more than one paragraph e.g. a persuasive message to recycle rubbish.
- Identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs.
- Provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g. use of bullet points; how a letter is set out; introductory paragraphs.
- Make comparisons within and across texts e.g. compare two ghost stories.
- Distinguish fact from opinion with some accuracy and awareness of ambiguity.
- Summarise main ideas from more than one paragraph – identifying key details which support the main idea.
- Identify language, structural and presentational features in texts and explain how they contribute to meaning.
- Use contextual evidence to make sense of the text.
- Make accurate and appropriate comparisons within and across different texts.
- Distinguish between fact and opinion accurately and discuss ambiguity between the two.
- Confidently summarises content drawn from more than one paragraph.

Words In Context and Authorial Choice	<ul style="list-style-type: none">• Use a wider range of vocabulary.• Engage in extended conversations about stories, learning new vocabulary.• Learn new vocabulary.• Use new vocabulary throughout the day.• Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.• Use new vocabulary in different contexts.• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	<ul style="list-style-type: none">• To discuss word meaning and link new meanings to those already known.	<ul style="list-style-type: none">• To discuss and clarify the meanings of words, linking new meanings to known vocabulary.• To discuss their favourite words and phrases.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• Discuss vocabulary used to capture readers' interest and imagination.	<ul style="list-style-type: none">• 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.	<ul style="list-style-type: none">• To analyse and evaluate the use of language, including figurative language and how it is used for effect.
Discussing Reading	<ul style="list-style-type: none">• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.• Compare and contrast characters from stories, including figures from the past.• 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.• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	<ul style="list-style-type: none">• Participate in discussion about what is read to them, take turns and listen to what others say.• Explain their understanding of what is read to them.	<ul style="list-style-type: none">• Participate in discussion about texts that are read to them and those that they can read for themselves, taking turns and listening to what others say.• Discuss their understanding of texts, both those that they listen to and those they read for themselves.	<ul style="list-style-type: none">• Engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school.• During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say.	<ul style="list-style-type: none">• Engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references.• During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say.	<ul style="list-style-type: none">• Recommend books to others – giving detailed reasons.• Readily ask pertinent questions to enhance understanding.• Participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others' views courteously.• Explain what they know or have read.	<ul style="list-style-type: none">• State own preferences and recommend books to others – giving substantial reasons.• Ask probing questions to enhance understanding.• Discuss books, expressing and justifying opinions, building ideas and challenging others' views courteously.• Explain their understanding of what they have read.

Ready, Respectful, Safe School Values: Links with Reading Progression

KS1	By the end of KS1, following the reading journey, the children will begin to show appreciation of others' lives and experiences through stories and different characters, asking questions building on their curiosity and showing some empathy , understanding and care towards the characters or events in the books. Listening to different stories and non-fiction, will encourage children to begin to develop acceptance of others' cultures, faiths and difference. As children progress in their reading journey, they will increase in commitment, confidence and enthusiasm as they improve their reading skills, begin to grow independence as they are able to access resources with less support and become more responsible for choosing texts to read and enjoy. Early securing of reading will support the development of children making safe choices. The learning of phonics and reading as a whole, will enable the children to become more resilient and risk-takers , as they continue to overcome challenging learning of new words and feel the confidence to attempt different genres or book bands. The exposure to books of different genres, will encourage creativity within their writing also.
KS2	Building on the skills and values engaged in KS1, Gilthill KS2 children will have begun developing empathy and an understanding of fictional and non-fictional figures' views, situations, lives and values helping them to become more reflective in their own thoughts learning from others. Through the reading journey, children will extend their creative flair and confidence in intonation, expression and performance through reading aloud and increasingly applying their learning from books into their writing. They will be continuing to be adaptable in their expression, through reading aloud, performing and in their writing. They will be able to voice their opinions in a cooperative and democratic manner, formulating ideas, debating and discussing events, storylines, characters, similarities and differences with their peers. Children continue to become more aware of the world around them through higher level texts and experiences through the curriculum: developing greater awareness of fictional and non-fictional characters and their influence and impact on readers, continuing to appreciate feelings and complex storylines through more age-appropriate texts. Wider exposure to texts will continue to allow children to become more responsible of applying their vocabulary and literary choices suitable to different writing types.