

PROGRESSION IN READING		Children should be taught to develop positive attitudes to reading and to understanding what they read. They should:			
EYFS/Reception		Year 1	Year 2	Year 3/4 Objectives for Year 3 and 4 are the same and so are reprinted identically.	Year 5/6 Objectives for Year 5 and 6 are the same and so are reprinted identically.
<p>Comprehension ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● 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. 	Decoding	<ul style="list-style-type: none"> *apply phonic knowledge to decode words speedily * read all 40+ letters/groups for 40+ phonemes *read accurately by blending taught GPCs *read common exception words *read common suffixes (-s, -es, -ing, -ed, etc.) *read multisyllable words containing taught GPCs *read contractions and understand use of apostrophe *read aloud phonically-decodable texts 	<ul style="list-style-type: none"> *apply phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read words containing common suffixes *read common exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *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
	Range of 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 *be 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 *read books that are structured in different ways and read for a range of purposes 	<ul style="list-style-type: none"> *continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *read books that are structured in different ways and read for a range of purposes *make comparisons within and across books
	Familiarity with texts	<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 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 retell 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 discuss themes and conventions in and across a wide range of writing
<p>Word Reading ELG Children at the expected level of development will:</p> <ul style="list-style-type: none"> ● Say a sound for each letter in the alphabet and at least 10 digraphs ● Read words consistent with their phonic 					

<p>knowledge by sound-blending</p> <ul style="list-style-type: none"> • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<p>Poetry & Performance</p>	<p>*learn to appreciate rhymes and poems, and to recite some by heart</p>	<p>*continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p>	<p>*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognise some different forms of poetry</p>	<p>*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</p>
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	Word meanings/ Vocabulary	*discuss word meanings, linking new meanings to those already known	*discuss and clarify the meanings of words, linking new meanings to known vocabulary *discuss their favourite words and phrases	*use dictionaries to check the meaning of words that they have read	*use dictionaries to check the meaning of words that they have read
		Year 1	Year 2	Year 3/4 Objectives for Year 3 and 4 are the same and so are reprinted identically.	Year 5/6 Objectives for Year 5 and 6 are the same and so are reprinted identically.
	Understanding	*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 that the text makes sense to them, discuss their understanding and explain the meaning of words in context *ask questions to improve their understanding of a text *identify main ideas drawn from more than one paragraph and summarise these	* check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *ask questions to improve their understanding *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 inferences on the basis of what is being said and done	*make inferences on the basis of what is being said and done *answer and ask questions	*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Prediction	*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	*predict what might happen from details stated and implied	*predict what might happen from details stated and implied
	Authorial Intent			*discuss words and phrases that capture the reader's interest and imagination *identify how language, structure, and presentation contribute to meaning	*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
	Non-fiction	*be introduced to non-fiction books that are structured in different ways	*be introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction

	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 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	*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
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