



## English Reading Curriculum Progression

EYFS	Key Stage 1		Key Stage 2			
Decoding						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words.</p> <p>Children can read phonically regular words of more than 1 syllable as well as many irregular but high frequency words. They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary.</p>	<p>Apply phonic knowledge to decode words</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPC</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs</p> <p>Read contractions and understanding use of apostrophe</p>	<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondences.</p> <p>Read most words quickly &amp; accurately without overt</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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.</p>	<p>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.</p>



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	Read aloud phonically decodable texts	sounding and blending.				
<b>Range of Reading</b>						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
Children read and understand simple sentences. They listen attentively with sustained concentration to follow a story without pictures or props.	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	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	Continuing to read and discuss an increasingly 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  Making comparisons within and across books	Continuing to read and discuss an increasingly 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  Making comparisons



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						within and across books
<b>Familiarity with texts</b>						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	<p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Recognising and joining in with predictable phrases</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p>



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Poetry and Performance						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	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	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  Recognising some different forms of poetry	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  Recognising some different forms of poetry	Learning 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	Learning 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
Word Meanings						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6



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They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary	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	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read		
<b>Understanding</b>						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
They demonstrate understanding when talking with others about what they have read. After listening to stories children can express views about events or characters in the story and answer questions about why things happened. They can describe the main events in	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, discussing their understanding and explaining the meaning of words in context  Asking questions to improve their understanding of a text	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context  Asking questions to improve their understanding of a text	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	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



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the simple stories they have read.		Checking that the text makes sense to them as they read and correcting inaccurate reading	Identifying main ideas drawn from more than one paragraph and summarising these	Identifying main ideas drawn from more than one paragraph and summarising these	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
<b>Inference</b>						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
	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	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<b>Prediction</b>						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>



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	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	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied	Predicting what might happen from details stated and implied
<b>Authorial Intent</b>						
<b>Rec</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
			<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>Discussing words and phrases that capture the reader's interest and imagination</p> <p>Identifying how language, structure, and presentation contribute to meaning</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Identifying how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>



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Non-Fiction						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		Being introduced to non-fiction books that are structured in different ways	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction	Distinguish between statements of fact and opinion  Retrieve, record and present information from non-fiction	Distinguish between statements of fact and opinion  Retrieve, record and present information from non-fiction
Discussing Reading						
Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
They demonstrate understanding when talking with others about what they have read. They can describe the main events in the simple stories they have read.	Participate in discussion about what is read to them, taking turns and listening to what others say  Explain clearly their understanding of	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	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	Recommending books that they have read to their peers, giving reasons for their choices  Participate in discussions about books, building on	Recommending books that they have read to their peers, giving reasons for their choices  Participate in discussions about books, building on





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	what is read to them	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves			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	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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