Reading Curriculum Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	-Apply phonic knowledge to decode words -speedily read all 40+ letters/groups for 40+ phonemes -Read accurately by blending -Read common exception words -Read common suffixes (-s, -es, -ing, -ed, etc) -Read multisyllabic words containing taught GPCs -Read contractions and understand the use of apostrophe -Read aloud phonically decodable texts	-Secure phonic decoding until reading is fluent -Read accurately by blending, including alternative sounds for graphemes -Read multisyllabic words containing these graphemes -Read common suffixes -Read exception words, noting unusual patterns -Read most words accurately without overt sounding and blending	-Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words -Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in a word	-Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words -Read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in a word	-Apply their growing knowledge of root words , prefixes and suffixes (morphology and etymology), both to read aloud and understand the meaning of new words	-Apply their growing knowledge of root words , prefixes and suffixes (morphology and etymology), both to read aloud and understand the meaning of new words
Range of reading	-Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that of which they can read independently	-Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level	-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (BOX OF	-Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (BOX OF	-Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or	-Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or

	(BOX OF BRILLIANT BOOKS) -Being encouraged to link what they read or hear to their own experiences	beyond which they can read independently (BOX OF BRILLIANT BOOKS)	BRILLIANT BOOKS) -Reading books that are structured in different ways and reading for a range of purposes.	BRILLIANT BOOKS) -Reading books that are structured in different ways and reading for a range of purposes.	textbooks. -Reading books that are structured in different ways and reading for a range of purposes -Making comparisons within and across a wide range of writing	textbooks. -Reading books that are structured in different ways and reading for a range of purposes -Making comparisons within and across a wide range of writing
Familiarity with texts	-Becoming very familiar with key stories, fairy tales and traditional tales, retelling them and considering their particular characteristics -Recognising and joining in with predictable phrases	-Becoming increasingly familiar with and retelling a wider range of stories, fairytales and traditional tales. -Recognising simple recurring literary language in stories and poetry	-Increasing their familiarity with a wide range of books, including fairy tales, myths and legends, and retelling some of these orally -Identifying themes and conventions in a wide range of books and stories	-Increasing their familiarity with a wide range of books, including fairy tales, myths and legends, and retelling some of these orally -Identifying themes and conventions in a wide range of books and stories	-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 -Identifying and discussing themes and conventions in and across a wide range of writing	-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 -Identifying and discussing themes and conventions in and across a wide range of writing
Poetry and Performance	-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 playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Recognising some different forms of poetry.	-Preparing poems and playscripts 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 the 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 the audience
Word Meanings	-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 meanings of words that they have read	-Using dictionaries to check the meanings of words that they have read		
Understanding	-Drawing on what they already know or on background information and vocabulary provided	-Discussing the sequence of events in books and how the items are related -Drawing on what they	-Checking that the text makes sense to them, discussing their understanding and	-Checking that the text makes sense to them, discussing their understanding and	-Checking that the text makes sense to them, discussing their understanding and	-Checking that the text makes sense to them, discussing their understanding and

	by the teacher -Checking that the text makes sense to them as they read and correcting inaccurate reading	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	explaining the meaning of words in context -Asking questions to improve their understanding of a text -Identifying main ideas drawn from more than one paragraph and summarising these	explaining the meaning of words in context -Asking questions to improve their understanding of a text -Identifying main ideas drawn from more than one paragraph and summarising these	explaining the meaning of words in context -Asking questions to improve their understanding of a text -Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	explaining the meaning of words in context -Asking questions to improve their understanding of a text -Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
Inference	-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 based on inference	-Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence	-Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence	-Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence	-Drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	-Predicting what might happen from the front cover or title -Predicting what might happen on the basis of what has been read so far	-Predicting what might happen from the front cover or title -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
Authorial intent (language)	-Exploring language used in Talk for Writing units and the impact it has on the writer (e.g. verbs and adjectives)	-Exploring language used in Talk for Writing units and the impact it has on the writer (e.g. verbs and adjectives)	-Exploring language used in Talk for Writing units and the impact it has on the writer -Discussing words and sentences that capture the reader's interest and imagination -Identifying how language, structure and presentation contribute to meaning	-Exploring language used in Talk for Writing units and the impact it has on the writer -Discussing words and sentences that capture the reader's interest and imagination -Identifying how language, structure and presentation contribute to meaning	-Exploring language used in Talk for Writing units and the impact it has on the writer -Identifying how language, structure and presentation contribute to meaning -Discuss and evaluate how author's use of language, including figurative language, impact on the reader	-Exploring language used in Talk for Writing units and the impact it has on the writer -Identifying how language, structure and presentation contribute to meaning -Discuss and evaluate how author's use of language, including figurative language, impact on the reader
Non-Fiction	-Being introduced to non-fiction books that are structured in different ways	-Being introduced to non-fiction books that are structured in different ways	-Retrieve and record information from non-fiction books	-Retrieve and record information from non-fiction books	-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

Structure and Organisation of Texts	-Retells narratives in the correct sequence, drawing on language patterns of stories. -Shows an understanding of how information can be found in non-fiction texts to answer questions about where, who, why and how.	-Understands the difference between fiction and non-fiction. -Navigates texts and comments on the purpose of some organisational features. -Understands the sequence of a story.	-Makes comparisons between books, noting similarities and differences, e.g. layout theme, characters and setting. -Gains an overall impression of a text by making predictions about content/subject of a book by skim reading, title, contents and illustrations. -Evaluates the usefulness of information for answering questions.	-Makes use of non-fiction features to find information from the text. -Identifies the features of different text-forms, e.g. a recount presented in the form of a letter or a diary. -Understands how paragraphs are used to order and build up ideas.	-Use structural and organisational features of a range of text-types to sustain understanding over extended texts. -Comments and evaluates the effectiveness of the presentation of a text.	-Explores how the structural choices support the writer's theme and purpose. -Explores how the language choices support the writer's theme and purpose in non-fiction texts.
Writer's purpose and viewpoint	-Returns to favourite books, songs, rhyme to be re-read and enjoyed. -Recognises use of humour, but may find it difficult to explain. -Begins to state preferences about what is read. -Identifies favourite characters and parts of a story.	-Continues to choose and talk about a favourite book from a selection. -Makes personal comments on what has been read.	-Makes choices about which texts to read based on prior reading experience and bibliographic knowledge. -Is clear about the purpose and audience of a book. -Gives reasons for personal choices.	-Expresses personal response with little awareness of the writer's viewpoint or the effect on the reader. -Makes personal reflections about character descriptions. -Evaluates specific texts with reference to text types, e.g. is this an effective letter, story, description?	-Comments show an awareness of the writer's viewpoint and responds to this by, e.g. retelling from a different point of view. -Describes, with examples, how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes.	-Has a general awareness of the effect of text and can explain. -Articulates personal responses to literature, identifying how any way the text affects the reader.
Social, cultural and historical contexts	-Makes links between texts they experience and their own experiences. -Children are exposed to literature from a range of cultures.	-Makes links between texts they experience and their own experiences. -Children are exposed to literature from a range of cultures.	-Shows awareness that texts can be set in a range of times and places - Compares and contrasts different information books by saying what is the same and what is different	-Shows awareness that texts can be set in a range of times and places - Compares and contrasts different information books by saying what is the same and what is different	-Children can connect different characters and plots from books of other cultures to those more familiar to them. -Makes connections between texts and the wider world, e.g. texts about rainforests; stories from other cultures and historical settings. • Shows an	-Children can connect different characters and plots from books of other cultures to those more familiar to them. -Makes connections between texts and the wider world, e.g. texts about rainforests; stories from other cultures and historical settings. • Shows an

					understanding of how context impacts upon the reader, e.g.stories in the war, developing countries, history.	understanding of how context impacts upon the reader, e.g.stories in the war, developing countries, history.