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Stottesdon C. of E. Primary School and Nursery

The Shropshire Gateway Educational Trust



Reading Progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p><u>Applies phonic knowledge and skills to decode words (See attached phonics tracker for further guidance).</u></p> <p><u>Recognises all 40+ phonemes and uses the correct sounds including, where applicable, alternative sounds for graphemes.</u></p> <p><u>Reads unfamiliar words accurately by blending sounds they've been taught.</u></p> <p><u>Reads Year 1 common exception words.</u></p> <p><u>Reads words with suffixes: s, es, ing, ed, er and est where they can already read the root word.</u></p> <p><u>Reads words with more than one syllable.</u></p> <p><u>Reads words with contractions, showing awareness that the apostrophe replaces a missing letter.</u></p> <p><u>Reads decodable books with increasing fluency. (Orange level and above)</u></p> <p>Reads aloud showing some awareness of punctuation (e.g. pauses at full stops).</p> <p>Uses picture clues to support their understanding of the text.</p>	<p><u>Apply phonic knowledge to decode unfamiliar words without undue hesitation (see attached phonics tracker for further guidance)</u></p> <p><u>Accurately blends sounds in words that contain taught graphemes, recognising alternative sounds for graphemes.</u></p> <p><u>Accurately reads words containing two or more syllables that contain taught graphemes.</u></p> <p>Identifies syllable boundaries in longer words.</p> <p><u>Reads words containing the suffixes: er, est, ly, less, ness where they know the root word.</u></p> <p><u>Reads all Year 2 common exception words accurately.</u></p> <p>Reads 100% of the common exception words.</p> <p><u>Reads aloud decodable books with fluency. (cream and above)</u></p> <p><u>Reads most words that are frequently encountered quickly and without overt blending (90 words per min/accuracy)</u></p> <p>Checks that the word they decoded makes sense within the sentence.</p> <p>Reads aloud showing awareness of punctuation (e.g. full stops, exclamation marks, question marks)</p>	<p><u>Reads at speed most words within spoken vocabulary (decoding may be necessary but is at speed to not impact on fluency).</u></p> <p>Phonetically decodes words outside spoken vocabulary.</p> <p>Makes plausible attempts to pronounce unknown words.</p> <p><u>Reads aloud and understands the meaning of prefixes: un, dis, mis, in, ill, im, re (e.g. knows that 'un' in unhappy changes happy to mean sad).</u></p> <p><u>Usually reads and pronounces correctly words with suffixes: ation, y, le, ic, ally, sure, ture, er, tch, sion, tion, cian, ssion, ous.</u></p> <p>Reads words correctly containing the grapheme phoneme correspondences indicated in the phonic routeway.</p> <p><u>Reads all of the Year 2 common exception words accurately.</u></p> <p><u>Reads and understands 50% of the Year 3/4 common exception words accurately.</u></p> <p>Breaks long words into syllables.</p> <p>Reads and understands the meaning of some homophones and near homophones (e.g. grate/great meddle/medal).</p> <p>Reads aloud showing awareness of punctuation (full stops, exclamation marks, question marks and speech marks)</p>	<p><u>Reads words correctly containing all phoneme grapheme correspondences as shown in the phonics routeway.</u></p> <p>Identifies unusual correspondences in spelling and sound and spells these correctly in some words (e.g. 'kn' in knight).</p> <p><u>Decodes unfamiliar words accurately and with some speed.</u></p> <p><u>Tests pronunciation of unknown words often choosing the correct pronunciation based on their prior knowledge.</u></p> <p><u>Reads and understands the meaning of prefixes: sub, inter, super, anti, auto</u></p> <p><u>Reads and pronounces correctly words with suffixes: ation, ly, y, le, ic, ally, sure, ture, er, tch, sion, tion, cian, ssion, ous.</u></p> <p><u>Read and understand all Year 3/4 common exception words accurately.</u></p> <p><u>Reads and understands the meaning of a greater range of homophones and near homophones.</u></p>	<p>Pronounces unfamiliar words usually accurately.</p> <p><u>Reads and pronounces correctly words with suffixes: tious, cious, cial, tial, ance, ant, ence, ent, ably, able, ible.</u></p> <p>Understands the meaning of hyphenated words.</p> <p><u>Continues to read and understand the meaning of a wider range of homophones (e.g. advice/advise, practise/practice).</u></p> <p><u>Reads all words in an age-appropriate text accurately</u></p>	<p>Uses the context to decipher the meaning of unknown words.</p> <p><u>Applies their growing knowledge of root words, prefixes and suffixes to their decoding.</u></p>

<p>Personal Responses To The Text</p>	<p>Enjoys reading and listening to variety of texts. Engages in discussion about texts</p>	<p><u>Discusses poems, stories and non-fiction that has been read to them</u></p> <p><u>Relates what they have read (or heard read) to their own experiences.</u></p> <p>Listens to the opinions of others about what they have read.</p> <p>Explains whether they enjoyed reading a book.</p> <p>Chooses with help their own books to read and explains their choice</p>	<p><u>Discussed stories, poems, plays and non-fiction (information books) that are read to them.</u></p> <p>Discusses favourite words and phrases. <u>Takes turns in discussions, listening to the opinions of others.</u> <u>Expresses their views about texts that they've read.</u></p> <p>Expresses simple views on both contemporary and classic poetry (e.g. a rhyming poem such as The Owl and the Pussycat' or a list poem such as Michael Rosen s 'These are the hands').</p> <p>Shares preferences about texts making references to favourite characters or plots (e.g. I like that story the best because the character is really funny).</p> <p><u>Chooses their own books to read and explains their choices</u></p>	<p>Reads independently (i.e. silently without adult support). Enjoys reading a variety of texts, including <u>stories, poems, plays and information books.</u> <u>Understands there are different purposes and ways of reading (e.g. skim reading for key facts).</u></p> <p>Reads aloud with some intonation and some expression. <u>Prepares poems/play scripts showing some intonation and expression.</u> <u>Discusses and expresses views on a range of fiction, poetry, plays and non-fiction which they have read or had read to them.</u> <u>Takes turns in discussions about texts, listening to and making simple responses to the opinions of others (e.g. I- agree/disagree because)</u></p> <p>Justifies personal preferences with some support or through questioning. Chooses appropriate texts to read independently, showing some preference for different styles.</p>	<p>Reads frequently and <u>independently, showing some interest in different text types (i.e. poetry, plays, fiction, non-fiction, newspapers).</u></p> <p>Reads aloud fluently with some <u>intonation, expression and change in volume.</u> <u>Prepares and reads aloud different types of poem (and playscript), showing an understanding of rhythm, intonation and expression.</u> <u>Discusses a range of fiction, poetry, plays and non-fiction that they have read in some detail.</u></p> <p><u>Takes turns in discussion, listening to and building upon the responses of others (e.g. I agree with this opinion because ... and also think this shows ...).</u></p> <p>States and gives simple justification for preferences independently Chooses appropriate texts to read independently, showing some preference for different authors/styles and explaining their choices (e.g. I read a book by Jeff Kinney before and thought it was funny so I think I'll enjoy this book)</p>	<p><u>Reads frequently and independently, showing interest in a number of different text types (e.g. fiction, newspaper articles, information books, myths, legends modern fiction, fiction from our literary heritage, other cultures and traditions).</u></p> <p><u>Reads aloud fluently with intonation, expression and change in volume.</u></p> <p><u>Reads aloud and recites from memory different types of poetry and plays showing a good understanding of rhythm, intonation and expression.</u></p> <p><u>Discusses a wide range of fiction, poetry, plays and non-fiction with some detail.</u></p> <p><u>Builds on the ideas of others in discussion and challenges their views.</u></p> <p><u>Explains and justifies preferences for what they have read, giving some evidence from the text.</u></p> <p><u>Recommends books to their peers, giving reasons for their choices</u></p>	<p><u>Reads frequently and independently, choosing different text types for both enjoyment and purpose. (e.g. newspapers, diaries, fiction, information text, explanation, myths, legends, modern fiction, fiction from our literary heritage, books from other cultures and traditions).</u></p> <p>Reads aloud fluently with intonation, expression and change in volume, showing a good understanding of the text and audience.</p> <p><u>Reads aloud and recites previously prepared poems and plays showing a good understanding of the rhythm, intonation and expression appropriate for different types of poems.</u></p> <p>Uses their comprehension skills to accurately deduce the appropriate volume and expression when performing.</p> <p>Performs unfamiliar poems paying attention to the structure and conventions in their reading.</p> <p><u>Discusses a wide range of fiction, poetry, plays and non-fiction with detail and thought.</u></p> <p><u>Explains and justifies preferences for what they have read, comparing different texts and parts within a text, giving evidence for their opinions.</u></p> <p><u>Recommends and discusses books with their peers, discussing preferences and adapting suggestions.</u></p> <p>Shows knowledge of a number of well-known authors stating reasons for their favourites.</p> <p>Shows an interest in finding texts of similar style or content by different authors.</p>
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<p>Retrieval and Literal Understanding of the Text</p>	<p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;</p> <ul style="list-style-type: none"> • Anticipate – where appropriate – key events in stories; 	<p><u>Retells in their own words some well-known stories (fairy-tales, traditional stories)</u></p> <p><u>Recognises and joins in with familiar/predictable phrases (e.g. He huffed and he puffed and he blew the house down).</u></p> <p><u>Appreciates rhymes and poems and recites some from heart.</u></p> <p><u>Explains their understanding of/ discuss what has been read to them.</u></p> <p><u>Checks that the text makes sense to them as they read.</u></p> <p><u>Corrects inaccurate reading by re-reading when something doesn't sound right.</u></p> <p><u>Answers simple retrieval questions by locating information in a text.</u></p> <p><u>Discusses and shows a simple understanding of the key events in a story.</u></p> <p>Locates simple facts in non-fiction texts (e.g. where polar bears live)</p>	<p><u>Retells a wider range of stories, fairy-tales and traditional stories in their own words.</u></p> <p><u>Recites well-known rhymes or poems by heart attempting to use appropriate intonation (a.g. The Owl and the Pussycat').</u></p> <p><u>Checks that a text makes sense as they read, correcting any inaccurate reading.</u></p> <p><u>Retrieves information accurately from fiction texts.</u></p> <p><u>Accurately identifies the sequence of events in a story and discusses events in some detail.</u></p> <p>Has a literal understanding of whole texts that they read.</p> <p><u>Uses what they already know from wider reading and their own experiences to support their understanding of a text.</u></p> <p>Makes links between books they have read.</p> <p><u>Locates facts in non-fiction texts (e.g. can recall a number of facts about polar bears).</u></p>	<p><u>Retells stories from start to finish with some details, including some myths and legends.</u></p> <p><u>Summarises key points in fiction and information texts.</u></p> <p>- <u>Explains literal understanding of text in some detail.</u></p> <p>Explains the meaning of words and phrases within the context of the text.</p> <p><u>Retrieves and records information from fiction and non-fiction texts (e.g. uses information texts to find out about the habitats of polar bears).</u></p>	<p><u>Explains literal understanding of the text in some detail, giving some words or phrases to support judgments.</u></p> <p><u>Retrieves and records information From across a text in both fiction en non-fiction (e.g. can identify the main points in a persuasive letter).</u></p> <p>Distinguishes between statements of fact and opinion.</p> <p>Explains simply their understanding of both classic and contemporary poetry (e.g. a narrative poem/a non-rhyming poem).</p> <p><u>Summarising main ideas from than one paragraph.</u></p> <p><u>Asks their own questions to improve their understanding of the text.</u></p>	<p>Explains information in fiction and non-fiction in detail or giving a synopsis.</p> <p><u>Summarises the content of across paragraphs clearly.</u></p> <p><u>Retrieves and presents information accurately from a wide range of age appropriate fiction and non-fiction.</u></p> <p><u>Applies retrieval skills when reading in other subjects (e.g. when researching an historical figure to answer a question).</u></p> <p><u>Asks their own questions to improve their understanding of the text.</u></p> <p>Distinguish between fact and opinion.</p>	<p><u>Selects, retrieves and presents information from across a text in order to answer a question.</u></p> <p><u>Summarises ideas both from individual paragraphs and across whole texts, providing sufficient details.</u></p> <p><u>Comments supported by relevant evidence or quotation from the text.</u></p> <p><u>Checks that the book makes sense to them, and asks questions to check their understanding.</u></p> <p><u>Distinguish between fact and opinion.</u></p>
<p>Inference</p>	<p>As above</p>	<p><u>Infers what a book could be based on the title and front cover.</u></p> <p><u>Makes simple inferences about what is being said and done in a text.</u></p> <p><u>Predicts what might happen next based on what has been read so far.</u></p> <p>Shows their understanding of characters and events in a story through role play</p>	<p><u>Makes and explains simple inferences about what is being said and done with evidence. (e.g. he was upset because it say's tears ran down his face and his friend had been unkind to him).</u></p> <p><u>Asks and answers simple questions about texts.</u></p> <p><u>Makes relevant predictions based on the story so far and their knowledge of plot from wider reading.</u></p> <p>Uses role play and drama to explore characters personalities, motives and actions</p>	<p><u>Infers a character's feelings, thoughts, motives and emotions through their actions. Begins to justify inferences with evidence from the text.</u></p> <p><u>Asks questions to improve their understanding of the text.</u></p> <p><u>Makes detailed and relevant predictions about what might happen next based on what has previously been stated in the text and their wider reading.</u></p> <p><u>Identifies simple themes in narrative (e.g. the triumph of good over evil, magical devices in fairy tales).</u></p>	<p><u>Consistently justifies simple inferences (e.g. about a character's thought, feelings, motivations) with evidence from the text using 'why' or 'because'.</u></p> <p><u>Makes detailed and relevant predictions about what might happen next based on what has previously been stated and implied.</u></p> <p>Begins to make more complex inferences.</p> <p><u>Identifies more complex themes in a range of fiction (e.g. friendship).</u></p>	<p><u>Begins to make complex inferences using evidence from across a text where necessary.</u></p> <p>Begins to explain inferences in detail (e.g. providing several pieces of evidence to support an opinion of a character).</p> <p><u>Makes comparisons between characters, setting and versions of events, explaining ideas clearly within and across texts.</u></p> <p>Identifies underlying themes and conventions in a range of texts (e.g. isolation, heroism).</p> <p><u>Predicts what might happen from details stated and implied.</u></p>	<p><u>Justifies inference using evidence from different points of the text (e.g. you know she was lying because earlier in the story she overheard the two boys talking.</u></p> <p>Makes inferences about the influence of different time periods and events on the text (e.g. the poem is written when the war just broke out and the poet thought it'd be glorious. He didn't yet realise the horrors of war).</p> <p><u>Is able to compare within and across books....</u></p> <p>Identifies and discuss complex, underlying themes and conventions in a range of texts. (e.g. obsession with celebrity culture, corruption etc).</p> <p><u>Predicting what might happen from details stated and implied</u></p>

<p>Writer's Intensions and Language Choices</p>	<p>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>Identifies new words. <u>Discusses the meaning of new words. Links the meaning of new words to words they already know</u> Identifies obvious features of language (e.g. rhyme, repeated phrases such as once upon a time). Recognises traditional fairy- tale language and uses it in their own language and writing when retelling a story</p>	<p><u>Recognises simple recurring literary language in stories and poems. Discusses and explains the meaning of new words. Links the meaning of new words to known vocabulary e.g. can identify a range of synonyms for sad, walk, nice).</u> Uses new vocabulary from texts in appropriate contexts. <u>Begins to comment on the effectiveness of language choices (e.g. the words shiny and beautiful make the present seem special).</u></p>	<p>Understands and discusses the meaning of new words they encounter and how they fit within the context of the text. Begins to use the context of the text/sentence to identify the meaning of unfamiliar words. Suggests some simple reasons for how a writer portrays a character in fiction. <u>Identifies vocabulary/phrases they particularly like or think is effective, giving simple reasons as to why. Discusses words that capture their imagination/create a powerful image in their head.</u></p> <p>Proves or disproves a statement by selecting specific vocabulary from the text (e.g. the word elated shows he is happy).</p> <p><u>Uses a dictionary to check the meaning of unfamiliar words in a text.</u></p>	<p><u>Uses a dictionary to check the meaning of unfamiliar words in a text.</u> Identifies some deliberate choices made by the writer (e.g. weather to create atmosphere — the writer makes it seem spookier by setting the story at night during a thunder storm). Identifies some figurative language in a text and explains the image created (e.g. the metaphor 'his blood boiled' creates a picture that he is angry). <u>Suggests reasons as to why a writer may have chosen a particular word.</u> Shows awareness of why s writer chooses simple punctuation (e.g. the writer uses exclamation marks to show she is excited). Shows an understanding of the purpose and audience of a text (e.g. it is persuading customers to buy fairtrade). Suggests how a writer could make some improvements to achieve a desired effect (e.g. it would have been funnier if...)</p>	<p>Identifies historical words and suggests their meaning within context relating them to the modern term.</p> <p><u>Suggests reasons as to why a writer made particular vocabulary choices and explains the image created (e.g. The writer says they are 'being bombarded by a hail of bullets' makes it sounds as though bullets are raining down on them.)</u></p> <p>Identities and explains the effect of slang, dialect and colloquial language in a text.</p> <p><u>Identifies figurative language, including extended imagery and explains the image created.</u></p> <p>Identifies some deliberate manipulation of sentence length and construction (e.g. he uses short sentences to show the character is excited).</p> <p>Some awareness of why a writer chooses different punctuation (e.g. the writer uses ellipses to create suspense).</p> <p><u>Explains, giving some reasons, how well a text achieves its intended purpose (e.g. it is very persuasive because...).</u></p>	<p><u>Gives clear reasons as to why a writer made particular vocabulary choices and explains the image created, suggesting changed or improvements (e.g. the writer chose the word 'steed' to show that it was a magnificent animal. If he had just called it a donkey, it would've seemed ordinary).</u></p> <p><u>Discusses the impact and effect of a writer's vocabulary choices upon the reader.</u></p> <p>Suggests how different vocabulary choices would have altered or given a different effect.</p> <p>Compares the language choices in different texts, explaining their similarities, differences and effect.</p> <p><u>Shows a good understanding of how a writer deliberately manipulates sentence length and construction (e.g. he uses short simple, sentences to show the character is excited by his gift followed by an extremely long, complex sentence to show he is taking deliberate care with his present).</u></p> <p><u>Identifies when a writer makes deliberate punctuation choices and explains the effect (e.g. the writer uses ellipses to show that Katie is lost in her own thoughts).</u></p>
<p>Structural and Presentational Features</p>	<p>Begins to explore fiction and non-fiction</p>	<p><u>Recognises key features of fairy-tales and traditional tales (e.g. magical characters)</u> <u>Makes suggestions about plot etc in fairy-tales and traditional tales based on prior knowledge (e.g. I think the princess will be rescued in the end because fairy tales always end happily)</u> Knows that stories have a beginning, middle and ending. <u>Recognises some of the features of fiction/ non-fiction texts (e.g. headings, sub-headings, labels, pictures, contents page, title, index, glossary, blurb)</u></p>	<p>Identities simple organisational features in narrative (e.g. time indicators, chapters). Identifies simple plots in narrative (opening, build up, climax, resolution, ending). <u>Shows an awareness that non-fiction texts can be organised in different ways (e.g. this one uses headings to make it clear but the other one doesn't).</u> Identities simple organisational features on non-fiction (including diagrams, captions, headings, subheadings, contents, index, glossary)</p>	<p><u>Shows some awareness of the features of different narrative genres (e.g. knows that in myths characters often include gods and goddesses and mythical creatures, that the hero often participates in a quest etc).</u> <u>Identifies some conventions of different types of non-fiction (e.g. greetings, address etc in letters, use of first person in some recounts etc).</u> Identifies and can discuss the purpose and value of some presentational devices in non-fiction (e.g. bullet points, diagrams, sub-headings) . Identifies similarities and differences in the structure and layout of non-fiction texts and discusses how this effects their clarity and meaning. <u>Recognises that the structure and composition of poetry can differ (e.g. rhyming and free verse, haikus etc).</u> Uses contents and index pages to locate information.</p>	<p><u>Identifies similarities and differences in the structure and layout of different text types, giving some reasons as to why.</u></p> <p><u>Identifies and explains the function and effect of different organisational and presentation features in non-fiction, including: bullet points, headings and subheadings, text boxes, captions, diagrams, glossary (e.g. the purpose of sub-headings to make it easy to locate information).</u></p> <p>Chooses whether the content or index page is the most appropriate way to locate information.</p>	<p><u>Makes simple comments about more complex structures in narrative (e.g. he uses a flashback as he tells you he is being sent to a prison camp in the desert and then goes on to tell you what he did wrong).</u></p> <p>Knows and can identify the typical features of a range of fiction genres (e.g. historical fiction, stories from other cultures, fables, mysteries etc).</p> <p>Comments on the effectiveness of the structure and layout of fiction, poetry and non-fiction texts.</p> <p><u>Identifies and clearly explains the purpose and effect of a range of organisational features in non-fiction (e.g. questions used as headings, a cyclical diagram to show a repeating process etc).</u></p>	<p>Explains the effect of different structures in narrative (e.g. he uses a flashback to draw the reader in at the most exciting point and makes them intrigued as to what the main character did to deserve his punishment).</p> <p>Begins to analyse and understand more complex narrative structures (e.g. the presence of a sub-plot).</p> <p>Comments on how effective the structure and layout in non-fiction text is at providing clarity and accessibility to the reader, suggesting improvements where necessary.</p> <p><u>Compares structure, features and presentation of different texts</u></p>