



Pye Green Academy

Reading Progression – Early Years to Year 6

Word Reading						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound <p>- read individual letters by saying the sounds for them</p> <p>- blend sounds into words, so that they can read short words made up of known letter – sound correspondences</p> <p>- read some letter groups that each represent one sound and say sounds for them</p> <p>- read a few common exception words</p> <p>- read simple phrases and sentences made up of words with known letter – sound correspondences and, where necessary, a few exception words</p> <p>- re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p>	<p>- apply phonic knowledge and skills as the route to decode words</p> <p>- respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes</p> <p>- read accurately by blending sounds in unfamiliar words containing taught GPCs</p> <p>- read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>- read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>- read other words of more than one syllable that contain taught GPCs</p> <p>- read words with contractions and understand that the apostrophe represents the omitted letter(s)</p> <p>- read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>- re-read these books to build up their fluency and confidence in word reading.</p>	<p>- continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent</p> <p>- read accurately by blending the sounds in words that contain the graphemes taught, especially recognising alternative sounds for graphemes</p> <p>- read accurately words of two or more syllables that contain the taught graphemes</p> <p>- read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>- read words containing common suffixes</p> <p>- read most words quickly and accurately, without overt sounding and blending</p> <p>- read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>- re-read these books to build up their fluency and confidence in word reading.</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, 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, 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 that they meet.</p>	<p>- apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</p>

Range of Reading						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - engage in extended conversations about stories, learning new vocabulary - understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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
Familiarity with Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - enjoy listening to longer stories and can remember much of what happens - 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 	<ul style="list-style-type: none"> - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics - recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - know many rhymes and sing a large repertoire of songs - listen carefully to rhymes and songs, paying attention to how they sound - learn rhymes, poems and songs 	<ul style="list-style-type: none"> - learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> - continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> - 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 [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> - 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 [for example, free verse, narrative poetry] 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 meaning						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- 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		
Understanding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- 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 as they read and correcting inaccurate reading - answering and asking questions	- 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 - identifying main ideas drawn from more than one paragraph and summarising these	- 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 - identifying main ideas drawn from more than one paragraph and summarising these	- 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 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	- 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 - summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Inference						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- 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
Prediction						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	- 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

Authorial Intent						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
			<ul style="list-style-type: none"> - discussing words and phrases that capture the reader's interest and imagination - identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> - discussing words and phrases that capture the reader's interest and imagination - identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> - identifying how language, structure and presentation contribute to meaning - discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> - identifying 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						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - Engage in non-fiction texts - Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary 		<ul style="list-style-type: none"> - being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> - retrieve and record information from non-fiction 	<ul style="list-style-type: none"> - retrieve and record information from non-fiction 	<ul style="list-style-type: none"> - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> - distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction
Discussing Texts						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<ul style="list-style-type: none"> - be able to talk about familiar books, and be able to tell a long story - be able to express a point of view 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - participate in discussion about books, poems and other works that are read to them and 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - recommending books that they have read to their peers, giving reasons for their choices - participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views 	<ul style="list-style-type: none"> - recommending books that they have read to their peers, giving reasons for their choices - participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views