

St Paul's Whole-School Reading Progression



Word Reading	EYFS (30 – 50 months to ELGs)	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	<ul style="list-style-type: none"> <input type="checkbox"/> To enjoy rhyming and rhythmic activities. <input type="checkbox"/> To show an awareness of rhyme and alliteration. <input type="checkbox"/> To recognise rhythm in spoken words. <input type="checkbox"/> To continue a rhyming string. <input type="checkbox"/> To hear and say the initial sound in words. <input type="checkbox"/> To segment the sounds in simple words and blend them together and know which letter represents some of them. <input type="checkbox"/> To link sounds to letters, naming and sounding the letters of the alphabet. <input type="checkbox"/> To use phonic knowledge to decode regular words and read them aloud accurately. 	<ul style="list-style-type: none"> <input type="checkbox"/> To apply phonic knowledge and skills as the route to decode words. <input type="checkbox"/> To blend sounds in unfamiliar words using the GPCs that they have been taught. <input type="checkbox"/> To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. <input type="checkbox"/> To read words containing taught GPCs. <input type="checkbox"/> To read words containing -s, -es, -ing, -ed and -est endings. <input type="checkbox"/> To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> <input type="checkbox"/> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. <input type="checkbox"/> To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. <input type="checkbox"/> To accurately read most words of two or more syllables. <input type="checkbox"/> To read most words containing common suffixes. 	<ul style="list-style-type: none"> <input type="checkbox"/> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). <input type="checkbox"/> To apply their growing knowledge of root words and prefixes, including: in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. <input type="checkbox"/> To apply their growing knowledge of root words and suffixes/word endings, including: -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. 	<ul style="list-style-type: none"> <input type="checkbox"/> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. <input type="checkbox"/> To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. 	<ul style="list-style-type: none"> <input type="checkbox"/> To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. <input type="checkbox"/> To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including: -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/ -ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. 	<ul style="list-style-type: none"> <input type="checkbox"/> To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
Common Exception Words	<ul style="list-style-type: none"> <input type="checkbox"/> To read some common irregular words. 	<ul style="list-style-type: none"> <input type="checkbox"/> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> <input type="checkbox"/> To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> <input type="checkbox"/> To begin to read Y3/Y4 exception words. 	<ul style="list-style-type: none"> <input type="checkbox"/> To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word. 	<ul style="list-style-type: none"> <input type="checkbox"/> To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	

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<p>Fluency</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To show interest in illustrations and print in books and print in the environment. <input type="checkbox"/> To recognise familiar words and signs such as own name and advertising logos. <input type="checkbox"/> To look and handle books independently (holds books the correct way up and turns pages). <input type="checkbox"/> To ascribe meanings to marks that they see in different places. <input type="checkbox"/> To begin to break the flow of speech into words. <input type="checkbox"/> To begin to read words and simple sentences. <input type="checkbox"/> To read and understand simple sentences. 	<ul style="list-style-type: none"> <input type="checkbox"/> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. <input type="checkbox"/> To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> <input type="checkbox"/> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. <input type="checkbox"/> To reread these books to build up fluency and confidence in word reading. <input type="checkbox"/> To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			
<p>Understanding and correcting inaccuracies</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To know that print carries meaning and, in English, is read from left to right and top to bottom. <input type="checkbox"/> To understand humour, e.g. nonsense rhymes, jokes. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> To check that a text makes sense to them as they read and to self-correct. 	<ul style="list-style-type: none"> <input type="checkbox"/> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. <input type="checkbox"/> To check that the text makes sense to them as they read and to correct inaccurate reading. 				
<p>Reading for pleasure</p> <p>Listening to and discussing texts</p> <p>Comparing, contrasting & commenting</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To listen to stories with increasing attention and recall. <input type="checkbox"/> To anticipate key events and phrases in rhymes and stories. <input type="checkbox"/> To begin to be aware of the way stories are structured. <input type="checkbox"/> To describe main story settings, events and principal characters. 	<ul style="list-style-type: none"> <input type="checkbox"/> To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. <input type="checkbox"/> To link what they have read or have read to them to their own experiences. <input type="checkbox"/> To retell familiar stories in increasing detail. 	<ul style="list-style-type: none"> <input type="checkbox"/> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. 	<ul style="list-style-type: none"> <input type="checkbox"/> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. <input type="checkbox"/> To use appropriate terminology when discussing texts (plot, character, setting). 	<ul style="list-style-type: none"> <input type="checkbox"/> To discuss and compare texts from a wide variety of genres and writers. <input type="checkbox"/> To read for a range of purposes. <input type="checkbox"/> To identify themes and conventions in a wide range of books. <input type="checkbox"/> To refer to authorial style, overall themes (e.g. 	<ul style="list-style-type: none"> <input type="checkbox"/> To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. <input type="checkbox"/> To participate 	<ul style="list-style-type: none"> <input type="checkbox"/> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.

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	<ul style="list-style-type: none"> <input type="checkbox"/> To enjoy an increasing range of books. <input type="checkbox"/> To follow a story without pictures or props. <input type="checkbox"/> To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. 	<ul style="list-style-type: none"> <input type="checkbox"/> To join in with discussions about a text, taking turns and listening to what others say. <input type="checkbox"/> To discuss the significance of titles and events. <input type="checkbox"/> To recognise simple recurring literary language in stories and poetry. <input type="checkbox"/> To ask and answer questions about a text. <input type="checkbox"/> To make links between the text they are reading and other texts they have read (in texts that they can read independently). 	<ul style="list-style-type: none"> <input type="checkbox"/> To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. <input type="checkbox"/> To discuss the sequence of events in books and how items of information are related. 		<p>triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).</p> <ul style="list-style-type: none"> <input type="checkbox"/> To identify how language, structure and presentation contribute to meaning. <input type="checkbox"/> To identify main ideas drawn from more than one paragraph and summarise these. 	<p>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.</p> <ul style="list-style-type: none"> <input type="checkbox"/> To identify main ideas drawn from more than one paragraph and to summarise these. <input type="checkbox"/> To recommend texts to peers based on personal choice. <input type="checkbox"/> To distinguish between statements of fact and opinion, providing reasoned justifications for their views. 	<ul style="list-style-type: none"> <input type="checkbox"/> To recognise more complex themes in what they read <input type="checkbox"/> To 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. <input type="checkbox"/> To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. <input type="checkbox"/> To draw out key information and to summarise the main ideas in a text. <input type="checkbox"/> To compare characters, settings and themes within a text and across more than one text.
<p>Developing Vocabulary</p> <p>Words in context and Authorial Choice</p>	<ul style="list-style-type: none"> <input type="checkbox"/> To build up vocabulary that reflects the breadth of their experiences. <input type="checkbox"/> To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. <input type="checkbox"/> To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> <input type="checkbox"/> To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> <input type="checkbox"/> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. <input type="checkbox"/> To discuss their favourite words and phrases. 	<ul style="list-style-type: none"> <input type="checkbox"/> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. <input type="checkbox"/> To discuss authors' choice of words and phrases for effect. <input type="checkbox"/> To identify vocabulary that captures the reader's interest. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> Discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> <input type="checkbox"/> To discuss vocabulary used by the author to create effect including figurative language. <input type="checkbox"/> To evaluate the use of authors' language and explain how it has created an impact on the reader. 	<ul style="list-style-type: none"> <input type="checkbox"/> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. <input checked="" type="checkbox"/> To identify and evaluate the effectiveness of an author's choice and use of language, explaining the impact on the reader.

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Inference and Prediction	<ul style="list-style-type: none"> <input type="checkbox"/> To suggest how a story might end. <input type="checkbox"/> To begin to understand 'why' and 'how' questions. <input type="checkbox"/> To answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> <input type="checkbox"/> To begin to make simple inferences. <input type="checkbox"/> To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> <input type="checkbox"/> To make inferences on the basis of what is being said and done. <input type="checkbox"/> To predict what might happen on the basis of what has been read so far in a text. 	<ul style="list-style-type: none"> <input type="checkbox"/> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. <input type="checkbox"/> To justify predictions using evidence from the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. <input type="checkbox"/> To justify predictions from details stated and implied. 	<ul style="list-style-type: none"> <input type="checkbox"/> To draw inferences from characters' feelings, thoughts and motives with supporting evidence. <input type="checkbox"/> To make predictions based on details stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> <input type="checkbox"/> To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). <input type="checkbox"/> To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and Performance	<ul style="list-style-type: none"> <input type="checkbox"/> To listen to and join in with stories and poems, one-to-one and also in small groups. <input type="checkbox"/> To join in with repeated refrains in rhymes and stories. <input type="checkbox"/> To use intonation, rhythm and phrasing to make the meaning clear to others. <input type="checkbox"/> To develop preference for forms of expression. <input type="checkbox"/> To play cooperatively to develop and act out a narrative. <input type="checkbox"/> To express themselves effectively, showing awareness of listeners' needs 	<ul style="list-style-type: none"> <input type="checkbox"/> To recite simple poems by heart. 	<ul style="list-style-type: none"> <input type="checkbox"/> To continue 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"> <input type="checkbox"/> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. <input type="checkbox"/> To begin to use appropriate intonation and volume when reading aloud. <input type="checkbox"/> To begin to recognise different forms of poetry (e.g. free verse or narrative poetry) 	<ul style="list-style-type: none"> <input type="checkbox"/> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). <input type="checkbox"/> To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	<ul style="list-style-type: none"> <input type="checkbox"/> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. <input type="checkbox"/> To learn a wider range of poetry by heart 	<ul style="list-style-type: none"> <input type="checkbox"/> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-fiction Structure and Organisation	<ul style="list-style-type: none"> <input type="checkbox"/> To know that information can be relayed in the form of print. <input type="checkbox"/> To know that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> <input type="checkbox"/> To recognise that non-fiction books are structured differently to narrative books and can name some of the structural features e.g. contents page, index, glossary 	<ul style="list-style-type: none"> <input type="checkbox"/> To recognise that non-fiction books are often structured in different ways. 	<ul style="list-style-type: none"> <input type="checkbox"/> To retrieve and record information from non-fiction texts using contents and glossary to locate it. 	<ul style="list-style-type: none"> <input type="checkbox"/> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. <input type="checkbox"/> To use dictionaries to check the meaning of words that they have read. 	<ul style="list-style-type: none"> <input type="checkbox"/> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. <input type="checkbox"/> To distinguish between fact and opinion. 	<ul style="list-style-type: none"> <input checked="" type="checkbox"/> To retrieve, record and present information from non-fiction texts. <input type="checkbox"/> To use non-fiction materials for purposeful information retrieval <input type="checkbox"/> To identify bias, fact and opinion

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