

# READING PROGRESSION DOCUMENT RWPA



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Decoding/ Fluency</b>	<ul style="list-style-type: none"> <li>* Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>* Read words consistent with their phonic knowledge by sound-blending</li> <li>* Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>* Apply phonic knowledge to decode words</li> <li>* Read all 40+ letters/groups for 40+ phonemes (32/40 phonics screening check)</li> <li>* Observe full stops in reading</li> <li>* Read common exception words (Year 1)</li> <li>* Read aloud phonetically decodable texts</li> <li>* Re-read books to build up fluency and confidence in word reading</li> <li>* Check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>* Secure phonic knowledge (including recognising alternative sounds for graphemes) until automatic decoding has been embedded and reading is fluent.</li> <li>* Observe full stops in reading</li> <li>* Read most words quickly and accurately without over sounding out and blending (when frequently encountered)</li> <li>* Read common exception words (Year 2)</li> <li>* Read accurately most words containing common suffixes</li> <li>* Re-read books to build up fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>* Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words</li> <li>* Read further exception words noting the unusual correspondences between spelling and sound</li> <li>* Observe a greater range of punctuation when reading aloud e.g. ? ! " ... , ;</li> </ul>	<ul style="list-style-type: none"> <li>* Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words</li> <li>* Read further exception words noting the unusual correspondences between spelling and sound</li> <li>* Observe a greater range of punctuation when reading aloud e.g. ? ! " ... , ;</li> <li>* Use context to confirm pronunciation</li> </ul>	<ul style="list-style-type: none"> <li>* Observe a full range of punctuation when reading aloud e.g. ? ! " ... , ;</li> <li>* 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 they meet</li> </ul>	<ul style="list-style-type: none"> <li>* Observe a full range of punctuation when reading aloud e.g. ? ! " ... , ;</li> <li>* 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 they meet</li> </ul>
<b>Range of Reading</b>	<ul style="list-style-type: none"> <li>* Stories, non-fiction, rhymes and poems when appropriate.</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to and discuss a wide range of texts including poems, stories and non-fiction at an age appropriate level (this may be beyond what they can read independently)</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to, discuss and express views on a wide range of fiction, poetry and non-fiction at an age appropriate level (this may be beyond what they can read)</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to, read and discuss a wide range of fiction, poetry, plays and non-fiction</li> <li>* Read books which are structured in a variety of different ways and written for</li> </ul>	<ul style="list-style-type: none"> <li>* Listen to, read and discuss a wide range of fiction, poetry, plays and non-fiction</li> <li>* Read books which are structured in a variety of different ways and written for</li> </ul>	<ul style="list-style-type: none"> <li>* Continue to read and discuss age-appropriate modern fiction, traditional stories, fiction from our literary heritage, books from other cultures, nonfiction, poetry, and plays and novels</li> </ul>	<ul style="list-style-type: none"> <li>* Continue to read and discuss an increasingly wide range of age-appropriate modern fiction, poetry, plays and non-fiction including texts with unfamiliar vocabulary, context and grammatical</li> </ul>

		*Make simple links between what they read and hear to their own experiences	independently) * Make relevant links between what they have read to their own experiences	different purposes * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	different purposes * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	* Read books which are structured in a variety of different ways and written for different purposes * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * Learn a wide range of poetry by heart	structures * Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action * Learn a wide range of poetry by heart
<b>Familiarity with Texts</b>	*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	*Become familiar with key stories, traditional tales etc retelling them and recognising their familiar characteristics *Recognise and join in with predictable and repeated phrases, e.g. Once upon a time...	*Become increasingly familiar with and confident retelling a wider range of stories, fairy stories and traditional tales *Recognise simple recurring language or themes in stories and poetry e.g. good v evil	* Increase familiarity with a wide range of books, including fairy stories and myths and legends and re-tell some of these orally * Identify themes and conventions in a wide range of books	* Increase familiarity with a wide range of books, including fairy stories and myths and legends and re-tell some of these orally * Identify themes and conventions in a wide range of books	* Increase 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 * Identify and discuss themes and conventions across a wide range of writing	* Increase 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 * Identify and discuss themes and conventions across a wide range of writing
<b>Vocabulary</b>	*Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	*Discuss word meanings linking new words and meanings to already familiar words	*Discuss and clarify the meanings of words, linking new meanings to known vocabulary *Discuss their favourite words and phrases	* Use a dictionary to check the meaning of new and unfamiliar words * Discuss words and phrases which capture the reader's interest and imagination * Work out the meaning of new vocabulary when there are clues within the sentence and the theme is familiar.	* Use dictionaries to check the meaning of unfamiliar words * Discuss words and phrases which capture the reader's interest and imagination * Put new vocabulary in an alternative context to show understanding	* Use dictionaries confidently to check the meaning of unfamiliar vocabulary * Infer the meaning of new vocabulary from the context when little subject specific knowledge is required and the inference is clear	* Use dictionaries confidently to check the meaning of unfamiliar vocabulary * Infer the meaning of new vocabulary from the context when some subject specific knowledge is required and the inference clues are not limited to one or two pieces
<b>Understanding</b>	Offer explanations for why things might	*Draw on what they already know or background knowledge	* Check that the text makes sense to them as they read	* Check the text makes sense to them, discussing their	* Check the text makes sense to them, discussing their	* Check that the text makes sense to them, discussing their	* Check that the text makes sense to them, discussing their

	happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	and vocabulary to help them understand new texts * Check that the text makes sense to them as they read and correct inaccurate reading	and correcting inaccurate reading *Discuss the sequence of events in books and how items of information are related *Draw on what they already know or background knowledge and vocab to help them understand new texts * Verbally discuss similarities and differences between books they have read	understanding and explaining the meanings of words in context * Ask questions to improve and deepen their understanding of a text * Identify main ideas from more than one paragraph and summarise these * Compare two texts drawing on similarities and differences between characters, layout and main idea	understanding and explaining the meanings of words in context * Ask questions to improve and deepen their understanding of a text * Identify main ideas from more than one paragraph and summarise these * Compare the main theme or idea between texts stating similarities and differences between books they have read	understanding and explaining the meanings of words in contexts * Ask questions to improve and deepen their understanding of a text * Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas * Make comparisons between themes, characters and ideas and provide justification for these	understanding and explaining the meanings of words in contexts * Summarise the main ideas, themes and purposes of a book and text drawn from more than one paragraph and identify key details and quotations to illustrate * Make comparisons within and across books about abstract themes, motives, characters and ideas and provide reasoned justification for my views drawing on evidence from a number of sources in the text
<b>Inference</b>		*Discuss the significance of the title and main events *Make simple inferences on the basis of what characters say and do	*Make inferences on the basis of what is being said and done	* Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justify them with evidence * Make inferences when the clues are found in more than one place in the text	* Draw inferences such as inferring character's feelings, thoughts and motives from their actions and justify them with evidence * Provide longer written answers when inferences come from different locations in the text	* Drawing inferences such as inferring characters' feelings thoughts and motives from their actions and justifying inferences with evidence * Provide longer written answers when inferences come from multiple locations within the text	* Infer characters' thoughts, feelings and motives and abstract ideas such as themes and purpose of the author and justify inferences with evidence from the text * Provide longer written answers when inferences come from multiple locations within the text
<b>Prediction</b>	Anticipate where appropriate key events and stories.	* Make simple predictions on the basis of what they have read so far	*Make predictions on the basis of what has happened in the text so far	* Predict what might happen based on details which are stated and happened in the text so far but also those which are implied	* Predict what might happen based on details which are stated but also those which are implied * Explain and justify predictions drawing on evidence from the text	* Make predictions and apply these to abstract task requirements (presented with new situations) using evidence from details stated and implied using evidence from the text	* Make predictions about responses and opinions of others based on stated and implied information using evidence as well as their own knowledge of the world
<b>Authorial Intent</b>				* Discuss words and phrases which capture the reader's interest and imagination	* Discuss words and phrases which capture the reader's interest and imagination * Identify how	* Identify how language, structure and presentation contribute to the meaning of a text as a whole	* Explain how language, presentation, grammatical and structural features of texts contribute to their meaning and how the

				<ul style="list-style-type: none"> <li>* Identify how language, structure and presentation contribute to meaning</li> </ul>	<p>language, structure and presentation contribute to meaning</p> <ul style="list-style-type: none"> <li>* Identify author's vocabulary choices and note the impact on the meaning of the text, the reader's interest and their imagination</li> </ul>	<ul style="list-style-type: none"> <li>* Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>* Evaluate the effectiveness of language features e.g. figurative language</li> </ul>	<p>author has deliberately selected them for effect</p> <ul style="list-style-type: none"> <li>* Evaluate effectiveness of language features concerning nuances in vocabulary choices and note how the literary devices of the author impact on the meaning of the text, the reader's interest and their imagination and give examples of how effects have been created within a text</li> </ul>
<p><b>Discussion and Dialogic Teaching</b></p>		<ul style="list-style-type: none"> <li>*Participate in discussion about what they have read and what has been read to them taking turns and listening to what others say</li> <li>*Explain clearly their understanding of what is read aloud of them</li> </ul>	<ul style="list-style-type: none"> <li>* Participate in discussion about books, poems and non fiction which is read to them and they can read for themselves, taking turns and listening to what others say</li> <li>*Explain and discuss their understanding of books, poems and non fiction</li> <li>* To begin to use the language of 'build, challenge and question' within these discussions to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li>* Participate in discussion about both books which are read to them and those which they can read themselves, taking turns and listening to what others say</li> <li>* To use the language of 'build, challenge and question' within these discussions to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li>* Participate in discussion about both books which are read to them and those which they can read themselves, taking turns and listening to what others say</li> <li>* To confidently use the language of 'build, challenge and question' within these discussions to deepen understanding</li> </ul>	<ul style="list-style-type: none"> <li>* Recommend books that they have read to their peers giving reasons for their choices</li> <li>* Participate in discussions about books, building on their own and others' ideas and challenging views appropriately (build, challenge, question)</li> <li>* Explain and discuss their understanding of what they have read, including through formal presentation and debates</li> <li>* Provide reasoned justifications for their views which when appropriate are supported with evidence from the text</li> </ul>	<ul style="list-style-type: none"> <li>* Recommend books that they have read to their peers giving reasons for their choices</li> <li>* Participate in discussions about books, building on their own and others' ideas and challenging views appropriately (build, challenge, question)</li> <li>* Explain and discuss their understanding of what they have read, including through formal presentation and debates</li> <li>* Provide reasoned justifications for their views which when appropriate are supported with evidence from the text</li> </ul>