Reading – Progression

Standard	Rec	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Letters and Sounds Phase	Phase 2 & 3 (Introduced to Phase 4)	Phase 4 & 5					
Accelerated Reader ZPD Range	Emergent Reader SSR 300 – 539	Transitional Reader SSR 540 – 674	1.0 – 1.9	2.0 – 2.9	3.0 – 3.9	4.0 – 4.9	5.0 – 5.9+
Reading Age	5+	6+	7+	8+	9+	10+	11+
Decoding	Begin to apply phonic knowledge and skills to decode simple words. - Read carefully using known graphemes - Developing fluency and confidence.	Apply phonic knowledge and skills to decode words: - Blend accurately and speedily using known graphemes - Re-read with fluency and confidence - Read accurately - Recognise when a word does not make sense. Read common exception words accurately.	Read aloud books matched to their improving phonic knowledge and other strategies: - sounding out unfamiliar words - read accurately, automatically and without undue hesitation - begin to self-correct Read accurately most words of 2 or more syllables without blending out loud. Read most words containing common suffixes. Read most common exception words. Re-read with fluency and confidence, taking account of punctuation. Read words accurately and fluently without over sounding and blending at rate of 90 words per minute.	Decode most new words outside of spoken vocabulary. Read longer words with support. Use the context of a sentence to read unfamiliar words. Self-correct consistently. Read simple chapter books independently and silently.	Decode most new words outside of spoken vocabulary. Read longer words with support. Use the context of a sentence to read unfamiliar words with greater accuracy Self -correct consistently and accurately. Read chapter books independently and silently.	Use a range of reading strategies to work out some unfamiliar words. Read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience.	Use a range of reading strategies to work out any unfamiliar word. Read aloud and to perform with confidence, showing understanding through intonation, tone and volume so that meaning is clear to an audience.
Reading for Pleasure	Listen to a range of stories, incl. picture books, individually, in small groups and as a class.	Participate actively in listening and sharing a wide range of books. Choose to read.	Read independently, demonstrating increasing stamina. Show developing preferences through book choice. Begin to read silently with understanding.	Read for a range of purposes independently. Choose appropriate texts with support. Demonstrate engagement with reading: - reading for sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form.	Read for a range of purposes independently. Choose appropriate texts (with support). Demonstrate engagement with reading: - reading for increased sustained periods of time - complete books - engaging actively in book discussion - respond to reading in a written form.	Read a broader range of texts including those from literary heritage. Recommend books they have read to their peers. Demonstrate continuing engagement with reading: - reading for sustained periods of time - complete a wider range of more challenging and lengthier books - engage actively in book discussions with and without adult support - respond to reading in a written form, beginning to develop a critical stance.	Read a broader range of texts including those from literary heritage and more challenging texts. Recommend books they have read to their peers, giving reasons for their choices. Demonstrate continuing engagement with reading: - reading for increased sustained periods of time - complete a wider range of more challenging and lengthier books - engage actively in book discussions without adult support - respond to reading in a written form, with a critical stance.
Prediction	Make simple predictions using the information listened to and the pictures on the page.	With support can link own experiences to what they read. Make predictions about reading: - from a title and front cover of a book. - on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen from details stated and implied based on: - content - simple themes/ text types. Justify predictions with evidence.	Predict what might happen from details stated and implied based on: - content - simple themes/ text types Justify predictions with different pieces of evidence.	Predict what might happen from details stated and implied based on: - themes - conventions - knowledge about the author - genres	Predict what might happen from details stated and implied based on: - themes - conventions - knowledge about the author - genres - experiences
Clarifying	Discuss new words/vocabulary.	Discuss word meanings, making links to known vocabulary.	Discuss and clarify the meaning of words to understand texts further. Check what is being read makes sense to them.	Use dictionaries to check the meanings of words they have read.	Use dictionaries to clarify the meanings of words they have read and begin to explore synonyms.	Give the meaning of words in context. Explain and explore the meaning of words in context with synonyms. Distinguish between fact and opinion. Clarify concepts and ideas at sentence, paragraph and whole text level.	Give the meaning of words in context. Explain and explore the meaning of words in context with synonyms and antonyms Distinguish between fact and opinion using evidence. Clarify concepts and ideas at sentence, paragraph and whole text level.

Questioning	Ask simple questions about the texts that are read to them. Answer simple questions about the information presented to them.	Raise simple questions about texts they read and that are read to them. Answer simple, information retrieval questions about texts.	Ask and answer questions and make some inferences on the basis of what is being said and done in a texts.	Ask and answer questions to improve understanding of a text.	Ask and answer multiple questions to improve understanding of a text with greater confidence.	Ask and answer questions to improve understanding of themes and authorial intent.	Ask and answer multiple questions to improve understanding of themes and authorial intent with greater confidence.
Summarising	Link events to pictures.	Link title to key events in a text.	Identify and explain the sequence of events in texts.	Identify main ideas drawn from more than one paragraph and summarise these.	Identify main ideas drawn from more than one paragraph and summarise these in a variety of forms.	Identify and summarise main ideas from across a text. Identify key details that support main ideas. Retrieve and record key information from non-fiction.	Identify and summarise main ideas from across a text. Identify key details that support and justify main ideas. Retrieve and record key information from non-fiction.
Language for Effect	Join in when asked with predictable phrases.	Recognise and join in with predictable phrases.	Identify simple literary language in stories and poetry. Discuss favourite words and phrases and their impact on the meaning.	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning. Discuss words and phrases that engage the reader. Give extended explanations of the impact of language choices on meaning.	Identify language, structural and presentational features of texts and discuss how they contribute to the meaning. Discuss words and phrases that engage the reader and suggest alternatives. Give extended explanations of the impact of language choices on meaning.	Discuss how the structural and presentational choices impact on meaning, theme and purpose. Discuss and evaluate texts, commenting on writers' use of words, phrases and language features.	Discuss how the structural and presentational choices impact on meaning, theme and purpose. Discuss and evaluate texts, commenting on writers' use of words, phrases and language features, including figurative language.
Themes and Conventions	Retell a story with pictures.	Retell familiar stories and rhymes and talk about their key features.	Identify key aspects of texts, e.g. Fiction: characters, setting, plot Non-fiction: titles/headings, contents, index, glossary. With support, justify personal response to texts. Make links between the book they are reading and the other book they have read.	Begin to make connections between texts. Begin to identify simple common themes in texts e.g. good vs evil, use of magical devices. Begin to identify conventions of different types of writing. Comment on the use of conventions in different types of writing.	Make connections between texts. Identify simple common themes in texts e.g. good vs evil, use of magical devices. Identify conventions of different types of writing. Comment on the use of conventions in different types of writing.	Identify the themes and conventions of texts. Discuss/comment on themes and conventions in different genres and forms. Make comparisons and contrasts across two texts. Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text. Provide opinions about a book.	Identify the themes and conventions of a range of texts. Discuss/comment on themes and conventions in different genres and forms. Make comparisons and contrasts within and across different texts. Discuss viewpoints (both of the author and fictional characters), within a text and across more than one text. Provide reasoned justifications for opinions about a book.
Inference	In texts read to them, make inferences on the basis of what is seen in the pictures or what a character has done e.g. how a character feels, etc.	In texts read to them and simple texts read themselves, make inferences on the basis of what is being said and done e.g. How a character feels, why a character does something, etc.	Make inferences from texts they have read themselves on the basis of what has been said or done, and cause or effect, drawing on what they already know or on background information or vocabulary (provided by the teacher).	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text or life experience.	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify with evidence from the text, prior knowledge, vocabulary understanding or life experience.	Make inferences drawn from across and between texts and justify with evidence.	Make inferences drawn from across and between texts and justify with a range of evidence in different contexts.