Reading Curriculum Progression

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| **Reading - EYFS 30-50m** |
| **Reading** |
| Enjoys rhyming and rhythmic activities. |
| Shows awareness of rhyme and alliteration. |
| Recognises rhythm in spoken words. |
| Listens to and joins in with stories and poems, one-to-one and also in small groups. |
| Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. |
| Beginning to be aware of the way stories are structured. |
| Suggests how the story might end. |
| Listens to stories with increasing attention and recall. |
| Describes main story settings, events and principal characters. |
| Shows interest in illustrations and print in books and print in the environment. |
| Recognises familiar words and signs such as own name and advertising logos. |
| Looks at books independently. |
| Handles books carefully. |
| Knows information can be relayed in the form of print. |
| Holds books the correct way up and turns pages. |
| Knows that print carries meaning and, in English, is read from left to right and top to bottom. |

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| **Reading - EYFS 40-60m** |
| **Reading** |
| Continues a rhyming string. |
| Hears and says the initial sound in words. |
| Can segment the sounds in simple words and blend them together and knows which letters represent some of them. |
| Links sounds to letters, naming and sounding the letters of the alphabet. |
| Begins to read words and simple sentences. |
| Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. |
| Enjoys an increasing range of books. |
| Knows that information can be retrieved from books and computers. |

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| **Reading - EYFS ELG** |
| **Reading** |
| Children read and understand simple sentences. |
| They use phonic knowledge to decode regular words and read them aloud accurately. |
| They also read some common irregular words. |
| They demonstrate understanding when talking with others about what they have read. |
| Children can read phonically regular words of more than one syllable as well as many irregular but high frequency words. (ELG EXC) |
| They use phonic, semantic and syntactic knowledge to understand unfamiliar vocabulary. (ELG EXC) |
| They can describe the main events in the simple stories they have read. (ELG EXC) |

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| **Reading - P Scales (P1-P3)** |
| **English** |
| Pupils encounter activities and experiences. (P1 i) |
| They may be passive or resistant. (P1 i) |
| They may show simple reflex responses, [for example, startling at sudden noises or movements] (P1 i) |
| Any participation is fully prompted. (P1 i) |
| Pupils show emerging awareness of activities and experiences. (P1 ii) |
| They may have periods when they appear alert and ready to focus their attention on certain people, events, objects or parts of objects [for example, attending briefly to interactions with a familiar person] (P1 ii) |
| They may give intermittent reactions [for example, sometimes becoming excited in the midst of social activity]. (P1 ii) |
| Pupils begin to respond consistently to familiar people, events and objects. (P2 i) |
| They react to new activities and experiences [for example, withholding their attention] (P2 i) |
| They begin to show interest in people, events and objects [for example, smiling at familiar people] (P2 i) |
| They accept and engage in coactive exploration [for example, focusing their attention on sensory aspects of stories or rhymes when prompted]. (P2 i) |
| Pupils begin to be proactive in their interactions. (P2 ii) |
| They communicate consistent preferences and affective responses [for example, reaching out to a favourite person] (P2 ii) |
| They recognise familiar people, events and objects [for example, vocalising or gesturing in a particular way in response to a favourite visitor] (P2 ii) |
| They perform actions, often by trial and improvement, and they remember learned responses over short periods of time [for example, showing pleasure each time a particular puppet character appears in a poem dramatised with sensory cues] (P2 ii) |
| They cooperate with shared exploration and supported participation [for example, taking turns in interactions with a familiar person, imitating actions and facial expressions]. (P2 ii) |
| Pupils begin to communicate intentionally. (P3 i) |
| They seek attention through eye contact, gesture or action. (P3 i) |
| They request events or activities [for example, pointing to key objects or people] (P3 i) |
| They participate in shared activities with less support. They sustain concentration for short periods. (P3 i) |
| They explore materials in increasingly complex ways [for example, reaching out and feeling for objects as tactile cues to events] (P3 i) |
| They observe the results of their own actions with interest [for example, listening to their own vocalisations] (P3 i) |
| They remember learned responses over more extended periods [for example, following the sequence of a familiar daily routine and responding appropriately]. (P3 i) |
| Pupils use emerging conventional communication. (P3 ii) |
| They greet known people and may initiate interactions and activities [for example, prompting another person to join in with an interactive sequence]. (P3 ii) |
| They can remember learned responses over increasing periods of time and may anticipate known events [for example, pre-empting sounds or actions in familiar poems] (P3 ii) |
| They may respond to options and choices with actions or gestures [for example, by nodding or shaking their heads] (P3 ii) |
| They actively explore objects and events for more extended periods [for example, turning the pages in a book shared with another person] (P3 ii) |
| They apply potential solutions systematically to problems [for example, bringing an object to an adult in order to request a new activity]. (P3 ii) |

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| **Reading - P Scales (P4-P8)** |
| **Reading** |
| Pupils listen and respond to familiar rhymes and stories. (P4) |
| They show some understanding of how books work [for example, turning pages and holding the book the right way up]. (P4) |
| Pupils select a few words, symbols or pictures with which they are particularly familiar and derive some meaning from text, symbols or pictures presented in a way familiar to them (P5) |
| They match objects to pictures and symbols [for example choosing between two symbols to select a drink or seeing a photograph of a child and eye-pointing at the child] (P5) |
| They show curiosity about content at a simple level [for example, they may answer basic two key-word questions about a story]. (P5) |
| Pupils select and recognise or read a small number of words or symbols linked to a familiar vocabulary [for example, name, people, objects or actions]. (P6) |
| They match letters and short words. (P6) |
| Pupils show an interest in the activity of reading. (P7) |
| They predict elements of a narrative [for example, when the adult stops reading, pupils fill in the missing word] (P7) |
| They distinguish between print or symbols and pictures in texts. They understand the conventions of reading [for example, following text left to right, top to bottom and page following page] (P7) |
| They know that their name is made up of letters. (P7) |
| Pupils understand that words, symbols and pictures convey meaning. (P8) |
| They recognise or read a growing repertoire of familiar words or symbols, including their own names. (P8) |
| They recognise at least half the letters of the alphabet by shape, name or sound. (P8) |
| They associate sounds with patterns in rhymes, with syllables, and with words or symbols. (P8) |

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| **Reading - EAL 1** |
| **To read words accurately** |
| Hears and says initial sounds in 1st language of names of objects in books. |
| Hears and says initial sounds in English of names of objects in books. |
| Hears and says the initial sounds in words. |
| Knows that print carries meaning and English is read left to right and top to bottom. |
| **To understand texts** |
| Looks at books and identifies objects that they know in 1st language. |
| Looks at books and identifies objects that they know in English. |
| Joins in with repeated phrases and anticipates key events and phrases in rhymes and stories in 1st language. |
| Joins in with repeated phrases and anticipates key events and phrases in rhymes and stories in English. |

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| **Reading - EAL 2** |
| **To read words accurately** |
| Identifies some letters of the alphabet by shape and sound. |
| Matches some letters and sounds in 1st language. |
| Matches some letters and sounds in English. |
| Is able to link names and sounds to at least half of the letters in Phase 2. |
| Is able to orally segment sounds in simple words and blend them together and knows which letters represent some of them eg letters in own name. |
| **To understand texts** |
| Is able to discuss events in books linked to their own life experiences, in 1st language. |
| Is able to discuss events in books linked to their own life experiences, in English. |

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| **Reading - EAL 3** |
| **To read words accurately** |
| Is able to apply their Phase 2 phonic knowledge to read simple words. |
| Is able to read the common irregular (tricky) words at Phase 2. |
| Recognise their names and familiar words. |
| **To understand texts** |
| Begins to find information in response to a simple question in 1st language. |
| Begins to find information in response to a simple question in English. |
| With support is able to make predictions as to what might happen in books (when read or listened to), in 1st language. |
| With support is able to make predictions as to what might happen in books (when read or listened to), in English. |

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| **Reading - EAL 4** |
| **To read words accurately** |
| Is able to apply their Phase 2 & 3 phonic knowledge to read regular words. |
| Is able to read some common irregular (tricky) words at Phase 3. |
| Is able to read simple sentences. |
| Begins to read familiar text with some fluency, taking account of punctuation (stopping at full stops to create phrasing) - (may be decoding without understanding) |
| Reads words and phrases they have learned in different curriculum areas. |
| Can read back own writing. |
| **To understand texts** |
| Is able to understand simple sentences - can explain in 1st language. |
| Is able to understand simple sentences - can explain in English. |
| Can demonstrate understanding when talking with others about what they have read in 1st language. |
| Can demonstrate understanding when talking with others about what they have read in English. |

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| **Reading - Y1** |
| **Word Reading** |
| Use phonics to decode familiar and unfamiliar words. |
| Quickly read all 40+ phonemes, including, where applicable, alternative sounds for graphemes. |
| Read more than half Y1/2 common exception words (red) , |
| Read words containing the following endings: -s, -es, -ing, -ed, -er and -est |
| Read words with more than one syllable containing the letter patterns they have been taught in Y1 |
| Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s). |
| Fluently read books aloud, accurately which contain letter sounds they have been taught in Y1 |
| **Comprehension** |
| Motivated and reads for pleasure |
| To listen to and discuss a range of poems, stories and non-fiction at a level beyond that at which they can read independently. |
| To listen to and discuss a range stories at a level beyond that at which they can read independently. |
| To listen to and discuss a range of non-fiction at a level beyond that at which they can read independently. |
| To be able to link what they read or hear read to their own experiences. |
| To demonstrate familiarity with key stories, fairy stories and traditional tales, retelling the main parts and considering their particular characteristics. |
| To recognise and join in with predictable phrases. |
| To enjoy rhymes and poems, and to recite some by heart. |
| To discuss new words found in texts |
| Understand books and texts by drawing on what they already know or on background information and vocabulary provided by the teacher. |
| Check that the text makes sense to them as they read, correcting inaccurate reading. (when prompted) |
| To discuss the significance of the title and events. |
| To make simple inferences on the basis of what is being said and done. (e.g how a character is feeling) with support. |
| To predict what might happen on the basis of what has been read so far. |
| Participate in discussion about reading, taking turns and listening to what others say. |
| Explain clearly their understanding of what is read to them. |

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| **Reading - Y2** |
| **Word Reading** |
| Decoding has become embedded and reading is fluent. |
| Read accurately using blending, especially recognising alternative sounds for graphemes. |
| Read accurately words of two or more syllables that contain the same graphemes as above. |
| Read words containing common suffixes.(-ment, -less, -ness, -ful, -ly, -tion) |
| Read all red words, noting unusual correspondences between spelling and sound and where these occur in the word. |
| Read most familiar words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending, |
| Fluently read aloud books sounding out unfamiliar words accurately, automatically and without undue hesitation. |
| **Comprehension** |
| To listen to, discuss and express views about a wide range of contemporary and classic poetry |
| To listen to, discuss and express views about a wide range of stories at a level beyond that at which they can read independently. |
| To be very familiar with and be able to retell a wider range of stories, fairy stories and traditional tales from memory, using some detail and key phrases from the text. |
| To listen to, discuss and express views about a wide range of non-fiction at a level beyond that at which they can read independently. |
| To understand and discuss the sequence of events in books and how information is related. |
| To experience non-fiction books that are structured in different ways. |
| To recognise familiar patterns of language recurring in stories and poetry. |
| To discuss their favourite words and phrases. |
| To discuss word meanings, linking new meanings to those already known. |
| To build up a repertoire of poems learnt by heart, and reciting some, with appropriate intonation to make the meaning clear. |
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| To check that the text makes sense to them as they read and self-correcting inaccurate reading. |
| To make inferences on the basis of what is being said and done. |
| To answer and ask questions about the texts they read and listen to |
| To make sensible predictions about what might happen on the basis of what has been read so far. |
| Make thoughtful contributions in discussions about reading taking turns and listening to what others say. |
| Explain and discuss their understanding of texts that they have read for themselves. |

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| **Reading - Y3** |
| **Word Reading** |
| Know what a root word is and is able to identify a root word. |
| To understand the meaning of any 6 of the following prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-) |
| To read aloud any of the following suffixes (-ation, -ly, -ous, -sure, -ture, -sion, -tion, -sion, -ssion, -cian,) |
| Read the large majority of further exception words (See Year 3/4 orange words) |
| **Comprehension** |
| To have a positive attitudes to reading |
| To read a range of fiction (Adventure, fairy tales, traditional tales, fables, myths & legends) and playscripts |
| To read a range of non-fiction (diaries, letters, websites, cookbooks, instructions) and reference books. |
| To read a range of poetry (shape poems, acrostic, narrative, rhyming, free verse) |
| To be able to identify themes and conventions in traditional and fairy tales (e.g. the use of magical devices in fairy stories & folk tales), playscripts, diaries, letters, websites, cookbooks, instructions and reference books |
| To be able to retell some fiction genres orally (fairy tales, traditional tales, myths and legends) |
| To identify (with support) words and phrases that capture the reader's interest and imagination. |
| To use dictionaries (with support) to check the meaning of words that they have read or are unsure of. |
| To attempt to explain the meaning of words in context |
| To understand what they read (in books they can read independently), re-reading when the text does not make sense to them, |
| To ask simple questions to improve their understanding of a text. |
| To draw simple inferences (e.g. inferring characters' feelings, thoughts and motives from their actions) from the clues in the text. |
| To predict what might happen next from clues in the text. |
| To retrieve and record information from non-fiction. |
| To identify the main idea(s) drawn from at least one paragraph and to summarising these. |
| To understand and explain how the layout and structure adds to the effectiveness of a text |
| To understand and explain why a writer has used a particular word. |
| To use drama to explore a range of text types |
| To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. |
| To identify some different forms of poetry (See earlier objective) |
| Actively participates in discussion about books, taking turns and listening to what others say. |

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| **Reading -Y4** |
| **Word Reading** |
| To understand the meaning of all of the following: prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-) |
| To read aloud any of the following suffixes (-ation, -ly, -ous, -sure, -ture, -sion, -tion, -sion, -ssion, -cian,) and understand the effect they have on a word (e.g. turning a verb into a noun) |
| Read all further exception words (See Year 3/4 orange words) |
| To understand the meaning of homophones and give examples (See Year 3/4 spelling section of NC) |
| **Comprehension** |
| To read a range of fiction (Adventure, traditional tales, fables, myths & legends, modern classic fiction) and playscripts, |
| To read a range of poetry (haikus, cinquains, word puns, alphabet poems, performance poetry), |
| To read a range of non-fiction (diaries, letters, websites, cookbooks, blogs & leaflets) and reference books. |
| To be able to identify themes and conventions in fiction genres (e.g. trumph of good over evil), playscripts, diaries, letters, websites, cookbooks, leaflets and reference books |
| To independently identify words and phrases that capture the reader's interest and imagination. |
| To independently use dictionaries and glossaries to check the meaning of words that they have read or are unsure of. |
| To use clues (such as root word) to explain the meaning of words in context |
| To ask a range of questions to improve their understanding of a text. (E.g. who, where, why, when, what , how etc) |
| To draw increasingly complex inferences (e.g. inferring characters' feelings and thoughts from their actions and speech) from the clues in the text. |
| To justify inferences with evidence from the text. |
| To retrieve and record information from non-linear texts (web-pages, information books, non-chronological report, adverts) |
| To use evidence from the text to support my views |
| To identify the main idea(s) drawn from several paragraphs and to summarise these. |
| To understand and explain how the layout and structure adds to the effectiveness of a text |
| To understand and explain why a writer has used figurative language (words and phrases) |
| To identify some different forms of poetry [haikus, cinquains, word puns, alphabet poems, performance poetry]. |
| Actively participate in discussion about books they have read themselves, taking turns and listening to what others say. |

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| **Reading - Y5** |
| **Word Reading** |
| To begin to find out about the origins/etymology of language to understand the meaning of new words that they meet. |
| To accurately decode half of the words with the following endings: (-cious, -tious, -tial, -cial, -ant, -ent, ance, -ence, ancy, ency, -able, -ible, -ably, -ibly, -fer) through the teaching of phonics |
| To read the large majority of further exception words (See Year 5/6 orange words) |
| To understand the meaning of homophones and give examples (See Year 5/6 spelling section of NC) |
| **Comprehension** |
| Demonstrate positive attitudes to reading by reading regularly and to read for a range of purposes. |
| To be familiar with a wide range of books, including myths, legends and traditional stories (including books/stories from other cultures and traditions, fantasy and sci-fi and. |
| To be able to recommend books that they have read, to their peers, giving reasons for their choices. |
| To make comparisons within and across books. |
| To be able to identify themes and conventions in myths, legends and traditional stories, fantasy, sci-fi, adverts, reports, balanced arguments and blogs. |
| To learn three different types of poems by heart. |
| To prepare 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. |
| To identify why the author has chosen particular words and phrases, and describe their effects |
| Discuss and evaluate how authors use language, including figurative language (similes, metaphors, personification), considering the impact on the reader |
| To draw inferences about characters' feelings, thoughts and motives from their actions and speech. |
| To predict what might happen from details stated and implied. |
| To use evidence from the text to back up ideas about inferences and predictions. |
| To summarise the main ideas within a text. |
| To explain how the presentation of a text contributes to its meaning. |
| Provide reasoned justifications for their views. |
| Distinguish between fact and opinion |
| To discuss ideas about texts, challenging others’ views courteously |
| Take part in presentations to discuss their understanding of a text, (using notes where necessary) |

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| **Reading -Y6** |
| **Word Reading** |
| To articulate/explain the origins/etymology of language to understand the meaning of new words that they meet. |
| To accurately decode all words with the following endings: (-cious, -tious, -tial, -cial, -ant, -ent, -ance, -ence, -ancy, -ency,  -able, -ible, -ably, -ibly, -fer) through the teaching of phonics |
| To read all further exception words (See Year 5/6 orange words) |
| To work out the meaning of words from the context of the sentence. |
| **Comprehension** |
| Demonstrate continued positive attitudes to reading by reading age-appropriate books regularly and to read for a range of purposes. |
| To be familiar with a wide range of books, including: modern fiction, classic fiction, historical fiction and mystery. |
| To be able to recommend books that they have read, to a wide audience giving reasons for their choices. |
| To make comparisons of themes within and across stories and poetry. |
| To be able to identify and discuss themes and conventions in modern fiction, classic fiction, historical fiction and mystery, adverts, reports, balanced arguments and blogs. |
| To learn three classic poems by heart. |
| To read aloud showing understanding through intonation, tone and volume so that the meaning is clear to an audience. |
| To describe in detail how an author uses appropriate vocabulary and effective language and comment on their effect. |
| To draw inferences about the writers’ feelings, thoughts and motives from the language they use. |
| To explain the writer’s purpose and viewpoint, offering a range of evidence and identifying how this affects the reader. |
| To use specific evidence (to include quotations) from the text to back up ideas about inferences and predictions. |
| To concisely summarise the main ideas within a text. |
| To explain how the presentation of a text contributes to its meaning. |
| To justify my ideas about a text when challenged by alternative views. |
| Take part in debates to discuss their understanding of a text, (using notes if necessary) |