

## Reading Progression – Landscape View

Early Years		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	Say a sound for each letter in the alphabet and at least 10 digraphs	<u>Use phonics to decode familiar and unfamiliar words.</u>	Decoding has become embedded and reading is fluent.	Know what a root word is and is able to identify a root word.	To understand the meaning of all of the following: prefixes (dis-, mis-, in-, il-, im-, ir-, re-, sub-, inter-, super-, anti-, auto-).	To begin to find out about the origins/etymology of language to understand the meaning of new words that they meet.	To articulate/explain the origins/etymology of language to understand the meaning of new words that they meet.
	Read words consistent with their phonic knowledge by sound-blending	<u>Quickly read all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</u>	<u>Read accurately using blending, especially recognising alternative sounds for graphemes.</u>	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,) and understand the effect they have on a word (e.g. turning a verb into a noun).	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 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
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	<u>Read more than half Y1/2 common exception words (red).</u>	Read accurately words of two or more syllables that contain the same graphemes as above.	To read aloud any of the following suffixes (-ation, -ly, -ous, -sure, -ture, -sion, -tion, -sion, -ssion, -cian,)	Read all further exception words	To read the large majority of further exception words.	To read all further exception words.
	Read words containing the following endings: -s, -es, -ing, -ed, -er and -est.	Read words containing common suffixes.(-ment, -less, -ness, -ful, -ly, -tion)	Read the large majority of further exception words.	To understand the meaning of homophones and give examples (See Year 3/4	To understand the meaning of homophones and give examples (See Year 5/6	To work out the meaning of words from the context of the sentence.	

		<p>Read words with more than one syllable containing the letter patterns they have been taught in Y1.</p>	<p><u>Read all red words, noting unusual correspondences between spelling and sound and where these occur in the word.</u></p>		<p>spelling section of NC).</p>	<p>spelling section of NC).</p>	
		<p>Read most familiar words [at an instructional level 93-95%] quickly and accurately, without overt sounding and blending,</p>					
		<p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p>	<p>Fluently read aloud books sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>				
		<p><u>Fluently read books aloud, accurately which contain letter sounds they have been taught in Y1.</u></p>					

Early Years		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Motivated and reads for pleasure.	To listen to, discuss and express views about a wide range of contemporary and classic poetry.	To have a positive attitude to reading	To read a range of fiction (Adventure, traditional tales, fables, myths & legends, modern classic fiction) and playscripts,	Demonstrate positive attitudes to reading by reading regularly and to read for a range of purposes.	Demonstrate continued positive attitudes to reading by reading age-appropriate books regularly and to read for a range of purposes.
	Anticipate – where appropriate – key events in stories.	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, discuss and express views about a wide range of stories at a level beyond that at which they can read independently.	To read a range of fiction (Adventure, fairy tales, traditional tales, fables, myths & legends) and playscripts	To read a range of poetry (haikus, cinquains, word puns, alphabet poems, performance poetry),	<u>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.</u>	<u>To be familiar with a wide range of books, including: modern fiction, classic fiction, historical fiction and mystery.</u>
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To listen to and discuss a range of stories at a level beyond that at which they can read independently.	<u>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.</u>	To read a range of non-fiction (diaries, letters, websites, cookbooks, instructions) and reference books.	To read a range of non-fiction (diaries, letters, websites, cookbooks, blogs & leaflets) and reference books.	To be able to recommend books that they have read, to their peers, giving reasons for their choices.	To be able to recommend books that they have read, to a wide audience giving reasons for their choices.
		To listen to and discuss a range of non-fiction at a level beyond that at which they can read independently.	To listen to, discuss and express views about a wide range of non-fiction at a level beyond that at	To read a range of poetry (shape poems, acrostic, narrative, rhyming, free verse)	<u>To be able to identify themes and conventions in fiction genres (e.g. triumph of good over evil), playscripts, diaries,</u>	To make comparisons within and across books.	<u>To make comparisons of themes within and across stories and poetry.</u>
		Strand - Comprehension					

			To be able to link what they read or hear read to their own experiences.	which they can read independently.		<u>letters, websites, cookbooks, leaflets and reference books.</u>			
			To understand and discuss the sequence of events in books and how information is related.	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		<u>To independently identify words and phrases that capture the reader's interest and imagination.</u>	<u>To be able to identify themes and conventions in myths, legends and traditional stories, fantasy, sci-fi, adverts, reports, balanced arguments and blogs.</u>	<u>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.</u>	
						To independently use dictionaries and glossaries to check the meaning of words that they have read or are unsure of.		To learn three different types of poems by heart.	To learn three classic poems by heart.
					<u>To be able to retell some fiction genres orally (fairy tales, traditional tales, myths and legends)</u>	<u>To use clues (such as root word) to explain the meaning of words in context</u>	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 read aloud showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	<u>To describe in detail how an author uses appropriate vocabulary and effective language and comment on their effect.</u>
							To identify why the author has chosen particular words and phrases, and		

						describe their effects	To draw inferences about the writers' feelings, thoughts and motives from the language they use.
						Discuss and evaluate how authors use language, including figurative language (similes, metaphors, personification), considering the impact on the reader	
		<u>To demonstrate familiarity with key stories, fairy stories and traditional tales, retelling the main parts and considering their particular characteristics.</u>	To experience non-fiction books that are structured in different ways.	To identify (with support) words and phrases that capture the reader's interest and imagination.	<u>To ask a range of questions to improve their understanding of a text. (E.g. who, where, why, when, what , how etc)</u>	<u>To draw inferences about characters' feelings, thoughts and motives from their actions and speech.</u>	To explain the writer's purpose and viewpoint, offering a range of evidence and identifying how this affects the reader.
		To recognise and join in with predictable phrases.	To recognise familiar patterns of language recurring in stories and poetry.	To use dictionaries (with support) to check the meaning of words that they have read or are unsure of.	To draw increasingly complex inferences (e.g. inferring characters' feelings and thoughts from their actions and speech) from the clues in the text.	<u>To predict what might happen from details stated and implied.</u>	<u>To use specific evidence (to include quotations) from the text to back up ideas about inferences and predictions.</u>
		To enjoy rhymes and poems, and to recite some by heart.	To discuss their favourite words and phrases.	<u>To attempt to explain the meaning of words in context</u>	<u>To justify inferences with evidence from the text.</u>	<u>To use evidence from the text to back up ideas about inferences and predictions.</u>	To concisely summarise the main ideas within a text.

		To discuss new words found in texts.	<u>To discuss word meanings, linking new meanings to those already known.</u>	<u>To understand what they read (in books they can read independently), re-reading when the text does not make sense to them.</u>	To retrieve and record information from non-linear texts (web-pages, information books, non-chronological report, adverts)	To summarise the main ideas within a text.	To explain how the presentation of a text contributes to its meaning.
		Understand books and texts by drawing on what they already know or on background information and vocabulary provided by the teacher.	To build up a repertoire of poems learnt by heart, and reciting some, with appropriate intonation to make the meaning clear.	To ask simple questions to improve their understanding of a text.	<u>To use evidence from the text to support my views</u>	To explain how the presentation of a text contributes to its meaning.	To justify my ideas about a text when challenged by alternative views.
		Check that the text makes sense to them as they read, correcting inaccurate reading. (when prompted)	<u>To check that the text makes sense to them as they read and self-correcting inaccurate reading.</u>	<u>To draw simple inferences (e.g. inferring characters' feelings, thoughts and motives from their actions) from the clues in the text.</u>	To identify the main idea(s) drawn from several paragraphs and to summarise these.	<u>Provide reasoned justifications for their views.</u>	<u>Take part in debates to discuss their understanding of a text, (using notes if necessary)</u>
		To discuss the significance of the title and events.	To make inferences on the basis of what is being said and done.	To predict what might happen next from clues in the text.	To understand and explain how the layout and structure adds to the effectiveness of a text	Distinguish between fact and opinion	
		<u>To make simple inferences on the basis of what is being said and done. (e.g how a character is</u>	<u>To answer and ask questions about the texts they read and listen to</u>	To retrieve and record information from non-fiction.	To understand and explain why a writer has used figurative language (words and phrases)	<u>To discuss ideas about texts, challenging others' views courteously</u>	

			<u>feeling) with support.</u>				
			<u>To predict what might happen on the basis of what has been read so far.</u>	To make sensible predictions about what might happen on the basis of what has been read so far.	To identify the main idea(s) drawn from at least one paragraph and to summarising these.	To identify some different forms of poetry [haikus, cinquains, word puns, alphabet poems, performance poetry].	<u>Take part in presentations to discuss their understanding of a text, (using notes where necessary).</u>
			Participate in discussion about reading, taking turns and listening to what others say.	<u>Make thoughtful contributions in discussions about reading taking turns and listening to what others say.</u>	To understand and explain how the layout and structure adds to the effectiveness of a text	Actively participate in discussion about books they have read themselves, taking turns and listening to what others say.	
			<u>Explain clearly their understanding of what is read to them.</u>	Explain and discuss their understanding of texts that they have read for themselves.	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)		

			<u>Actively participates in discussion about books, taking turns and listening to what others say.</u>			