

English Curriculum - Progression in Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Word Reading	Decoding	<ul style="list-style-type: none"> Decode words using phonics knowledge. Blend sounds in unfamiliar words. Respond speedily with the correct sounds to graphemes for all 40+ phonemes. 	<ul style="list-style-type: none"> Continue to decode words (until automatic decoding is fully embedded). Read accurately by blending sounds. <i>As soon as children can read accurately and speedily, they should move on to Year 3/4 study for word reading.</i> 	<ul style="list-style-type: none"> <i>Main focus to move from word reading to comprehension.</i> 			
	Word Recognition	<ul style="list-style-type: none"> Read common 'exception' words ('tricky' words, e.g. <i>the, my, said</i>). Read aloud accurately (texts that match phonic knowledge). Re-read books to build fluency and confidence. 	<ul style="list-style-type: none"> Read common 'exception' words ('tricky' words, e.g. <i>you, could, many, people</i>). Read familiar words quickly and accurately without blending (e.g. <i>shout, hand, stop, dream</i>). Read aloud books matched to phonics knowledge. Re-read books to build fluency and confidence. 	<ul style="list-style-type: none"> Read common exception words (a wider range of 'tricky' words), noting unusual correspondences between spelling and sound. <i>Any other word reading teaching should focus on development of vocabulary</i> 			
	Patterns and Rhyme	<ul style="list-style-type: none"> Recognise and join in with predictable phrases. Learn to appreciate rhymes and poems, reciting some by heart. 	<ul style="list-style-type: none"> Recognise simple recurring language in stories and poetry. Continue to build up a repertoire of poems. <i>Teaching of syllable boundaries to aid in reading of longer words.</i> 	<ul style="list-style-type: none"> Recognise different forms of poetry. <i>Continue to build up a repertoire of poems.</i> 	<ul style="list-style-type: none"> Learn a wider range of poetry by heart. <i>Recognise different forms of poetry.</i> 		
	Grammatical Features	<ul style="list-style-type: none"> Read words containing taught grapheme-phoneme correspondences and common prefixes and suffixes (-s, -es, -ing, -ed, -er, -est and un-). Read words with more than one syllable. Read words with contractions, and understand the function of the apostrophe (e.g. I'm, can't, he's). 	<ul style="list-style-type: none"> Read accurately words of two or more syllables containing taught grapheme-phoneme correspondences. Read words containing common prefixes and suffixes (-ment, -less, -ful). 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes in reading aloud and in understanding new vocabulary. 	<ul style="list-style-type: none"> Apply growing knowledge of root words, prefixes and suffixes (morphology) in reading aloud and in understanding new vocabulary. 		
Comprehension	Understanding	<ul style="list-style-type: none"> Develop pleasure in reading and motivation to read. Listen to/discuss a wide range of texts. Begin to link what is read to own experiences. Become familiar with key stories (e.g. fairy stories and traditional tales), retelling them and considering particular characteristics. Clearly explain understanding of what is read to them, participating in discussion. Check that the text makes sense as it is read, correcting inaccurate reading. <i>Use of role play to develop identification and exploration of characters and language.</i> 	<ul style="list-style-type: none"> Develop pleasure in reading and motivation to read. Listen to, discuss and express views on a range of texts. Retell and become increasingly familiar with a range of stories (e.g. fairy stories and traditional tales), and non-fiction books that are structured in different ways. Discuss favourite words and phrases. Participate in discussion about what is read to them. Check that the text makes sense as it is read, correcting inaccurate reading. <i>Use of role play and drama techniques to develop identification and exploration of characters and language.</i> 	<ul style="list-style-type: none"> Develop positive attitudes to reading and what is read. Listen to and discuss a wide range of texts (structured in a variety of ways for different purposes), increasing familiarity with a wider range of fiction (fairy stories, myths and legends). Orally retell familiar stories. Discuss words/phrases that capture the reader's interest/imagination. Identify how language, structure and presentation contribute to meaning. Participate in discussion about what is read. Check that the text makes sense, understanding the meaning of words in context. <i>Develop an understanding of the conventions of different texts.</i> <i>Progression from Year 3 to Year 4 evident in the complexity and challenge of the texts used.</i> 	<ul style="list-style-type: none"> Maintain positive attitudes to reading and understanding of what is read. Read/discuss an increasingly wide range of texts (structured in a variety of ways for different purposes), increasing familiarity with a wider range of fiction (myths, legends traditional stories, modern fiction, fiction from our literary heritage and books from other cultures/traditions). Discuss/evaluate author's use of language and its impact upon a reader. Identify how language, structure and presentation contribute to meaning. Participate in discussion about what is read, building on own ideas and challenging others. Check that a book makes sense, discussing understanding and exploring meanings of the words in context. Make book recommendations with justification. Distinguish between fact/opinion. Explain/discuss understanding through formal presentations and debates (using notes where necessary). <i>Continue to learn about the conventions of different texts.</i> <i>Develop an understanding of technical terms (e.g. metaphor, simile, analogy, imagery, style and effect).</i> <i>Compare characters, settings and themes.</i> <i>Progression from Year 5 to Year 6 evident in the complexity and challenge of the texts used.</i> 		
	Deducing and Inferring	<ul style="list-style-type: none"> Understand what is read with accuracy and fluency, and understand what is listened to. Draw on knowledge, background information and vocabulary whilst reading. Discuss the significance of the title and events. Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read. 	<ul style="list-style-type: none"> Understand what is read with accuracy and fluency, and understand what is listened to. Draw on knowledge, background information and vocabulary whilst reading. Make inferences on the basis of what is being said and done. Discuss the sequence of events in a book, and how they are related. Predict what might happen on the basis of what has been read. Ask and answer questions. 	<ul style="list-style-type: none"> Understand what has been read independently. Identify themes and conventions in a wide range of texts. Ask questions to improve own understanding. Predict what might happen from details that are stated or implied. Draw inferences (e.g. thoughts, feelings, motives), justifying responses with evidence. Summarise main ideas across paragraphs. 	<ul style="list-style-type: none"> Identify and discuss themes/conventions across a wide range of texts. Ask questions to improve own understanding, and answer questions providing reasoned justification. Predict what might happen from details stated or implied. Draw inferences (including thoughts, feelings and motives), justifying with evidence. Summarise main ideas across paragraphs, identifying key details that support themes/ideas in a text. Make comparisons within and across books. 		
	Information and Expression		<ul style="list-style-type: none"> Recite poems learnt by heart with appropriate intonation/expression to make meaning clear. 	<ul style="list-style-type: none"> Prepare poems and play scripts to perform, showing understanding through use of intonation, tone, volume and action. 	<ul style="list-style-type: none"> Prepare poems and play scripts to perform with use of intonation, tone, volume and action, so that the meaning is clear to an audience. 		
	Research			<ul style="list-style-type: none"> Retrieve and record information from non-fiction texts. Use a dictionary to check the meaning of unfamiliar words. <i>Know how to use contents pages and indexes to locate information</i> 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction texts, presenting it to an audience. <i>Use a dictionary to check the meaning of unfamiliar words.</i> <i>Know how to use contents pages and indexes to locate information</i> 		

Comments in blue are taken from the 'Notes and Guidance' section of the Programmes of Study (non-statutory).

Comments in green are not part of the Programme of Study for that year group, but may be useful as consolidation from prior learning.