

**Reading Progression
Hadlow Primary School**



	Word Reading	Comprehension
EYFS	<p>Read and understand simple sentences.</p> <p>Use phonic knowledge to decode regular words and read them aloud accurately. (Phase 1-4)</p> <p>Read some common irregular words</p>	<p>Read and understand simple sentences.</p> <p>Demonstrate understanding when talking with others about what they have read.</p>
Year 1	<p>To blend sounds in unfamiliar words using the GPCs that they have been taught. (Phase 5 and 6)</p> <p>To respond speedily, giving the correct sound to graphemes (letters or groups of letters) for all of the 40+ phonemes.</p> <p>To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>To read words with contractions (for example, I'm, I'll, we'll).</p> <p>To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.</p> <p>To re-read texts to build up fluency and confidence in word reading</p>	<p>To continue to demonstrate a pleasure in reading and a motivation to read.</p> <p>To link what they have read or hear read to their own experiences.</p> <p>To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To retell familiar stories in increasing detail.</p> <p>To recite simple poems by heart.</p> <p>To discuss word meaning and link new meanings to those already known.</p> <p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To begin to make simple inferences.</p> <p>To discuss the significance of titles and events.</p>

		To join in discussions about a text, take turns and listen to what others say.
Year 2	<p>Read accurately most words of two or more syllables.</p> <p>Read most words containing common suffixes.</p> <p>Read most common exception words.</p> <p>Read words accurately and fluently without the overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts.</p> <p>Sound out most unfamiliar words accurately, without undue hesitation.</p>	<p>Listen, discuss and give opinions about poems, stories and non-fiction books.</p> <p>Talk about things in the order they happen and if they are connected in books read.</p> <p>Talk about all the different stories read.</p> <p>Enjoy finding out about non-fiction books and how they are set out.</p> <p>Recognise simple language patterns in stories and poems. Discuss the meaning of words. Talk about my favourite words and phrases from reading.</p> <p>Say out loud a number of poems learnt. Understand the books read. Check that reading makes sense as it is being read.</p> <p>Explain why certain things happen in a book or why a character says the things they do.</p> <p>Answer and ask questions about what has been read.</p> <p>Predict what happens next in a story, using what is already known or has gone on before.</p> <p>Take turns to discuss and listen to others Explain and discuss what has happened in books.</p>
Year 3	To usually read fluently, decoding longer words with support, testing out different pronunciations.	<p>To develop a positive attitude to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • when reading out loud, selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience;

	<p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English Appendix 1*)</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1*)</p> <p>To read many Y3/Y4 exception words (as listed in Appendix 1*), noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<ul style="list-style-type: none"> discusses and compares texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings); recognises and discusses some different forms of poetry (e.g. free verse, narrative poetry). <p>To understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> discusses vocabulary used by the author to create effect; identifies main ideas drawn from more than one paragraph and summarises these; draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text; justifies predictions with evidence from the text. <p>To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>
Year 4	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings (including all listed in English Appendix 1*) to read aloud fluently.</p> <p>To understand the meaning of new words through contextual cues.</p> <p>To read all Y3/Y4 exception words (as listed in Appendix 1*), discussing the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>To develop a positive attitude to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> when reading out loud, selects a range of appropriate techniques (intonation, tone, volume, action) to show awareness of the audience; discusses and compares texts from a wider variety of genres and writers referring to authorial style, themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings); recognises and discusses some different forms of poetry (e.g. free verse, narrative poetry). <p>To understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> discusses vocabulary used by the author to create effect;

		<ul style="list-style-type: none"> • identifies main ideas drawn from more than one paragraph and summarises these; • draws inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text; • justifies predictions with evidence from the text. <p>To use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>
Year 5	<p>To read fluently with full knowledge of many Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1*)</p> <p>Decode most unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>	<p>To maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • when reading out loud, adapting intonation, tone and volume to suit the purpose and audience; • making comparisons within and across books; • reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types. <p>To understand what they read by:</p> <ul style="list-style-type: none"> • explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text; • asking questions about a text; • drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; • making predictions based on details stated and implied with evidence from the text. <p>To distinguish independently between statements of fact and opinion.</p> <p>To retrieve, record and present information from texts to other readers in informal notes and formal presentations.</p>

		<p>To participate in discussions about books that are read to them and those they can read for themselves.</p>
<p>Year 6</p>	<p>To read fluently with full knowledge of most Y5/Y6 exception words, root words, prefixes, suffixes/word endings (as listed in English Appendix 1*)</p> <p>Decode all unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>	<p>To maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> • when reading out loud, adapting intonation, tone and volume to suit the purpose and audience; • making comparisons within and across books; • reading a wide range of genres with different structures and purposes for pleasure, identifying themes and conventions between text types. <p>To understand what they read by:</p> <ul style="list-style-type: none"> • explaining how language (including figurative language), structure and presentation can contribute to the meaning of a text; • asking questions about a text; • drawing inferences and inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; • making predictions based on details stated and implied with evidence from the text. <p>To distinguish independently between statements of fact and opinion.</p> <p>To retrieve, record and present information from texts to other readers in informal notes and formal presentations.</p> <p>To participate in discussions about books that are read to them and those they can read for themselves.</p>