



	Word Reading...Pupils can...	Understanding reading...Pupils can...	Attitudes to reading...Pupils can...
EYFS (last statement)	<ul style="list-style-type: none"> • To learn all set 1 and set 2 phonemes by end of Reception • To learn to use phonic knowledge to decode (Fred talk) regular words • To learn to read and understand simple sentences • To learn to read some irregular (tricky) words • To learn to read a book (decodable) • To learn to talk in some detail about what they have read • To learn to read to support their learning of the wider curriculum • To learn and build upon new and existing banks of vocabulary by relating this to previous experiences and linking to similar word concepts (synonyms) (Breadth – number of words) • To learn ‘step on’ words alongside ‘anchor’ and ‘goldilocks’ words in and outside of context 	<ul style="list-style-type: none"> • To learn to listen to an audio book without an accompanying book as reference and recall key events in the story • To learn to match illustrations to what has been inferred through text • To learn to collaborate on a story map to reflect the sequence of events in a story and uses it to retell (Pie Story) • To learn to read and understand one and then two sentences and how these link together (cohesion) • To learn to make links to prior and current life experiences as well as what has been read in other texts 	<ul style="list-style-type: none"> • To learn to handle a book with care and put it away in the correct place when they have finished reading it



	<ul style="list-style-type: none"> • To learn new vocabulary in phrases modelled by skilled practitioners during role play • To learn new vocabulary types that would be experienced and used in a story (story language) • To learn vocabulary types that would be experienced and used in a story (factual language) 		
<p>Y1</p> <p>HT1</p> <p>HT2</p> <p>HT3</p> <p>HT4</p> <p>HT5</p> <p>HT6</p>	<ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words • To respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes [use RWI for expanded assessment of this element] • To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • To read words containing taught GPCs and suffixes: <i>-s</i>, <i>-es</i>, <i>-ing</i>, <i>-ed</i>, <i>-er</i> and <i>-est</i> endings • To read words with contractions and understand 	<ul style="list-style-type: none"> • To link what they read or hear read to their own experiences • To predict what might happen on the basis of what has been read so far • To make inferences on the basis of what is being said and done • To recognise and join in with predictable phrases • To discuss word meanings, linking new meanings to those already known. • To draw on what they already know or on background information and vocabulary provided by the teacher • To check that the text makes sense to them as they read and correct inaccurate reading • To discuss the significance of the title and events 	<ul style="list-style-type: none"> • To participate in discussion about what is read to them, taking turns and listening to what others say • To explain clearly their understanding of what is read to them • To understand the need to take turns. • To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently from an increasing range of texts. • To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words (most words to be read without overt sounding-out)



	<p>that the apostrophe represents the omitted letter(s)</p> <ul style="list-style-type: none"> • To read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • To re-read these books to build up their fluency and confidence in word reading 		<ul style="list-style-type: none"> • To re-read these books to build up their fluency and confidence in word reading • To learn to appreciate rhymes and poems, and to recite some by heart
Y2	<ul style="list-style-type: none"> • To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • To read accurately words of two or more syllables that contain the same graphemes as above • To read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word 	<ul style="list-style-type: none"> • To draw on what they already know or on background information and vocabulary provided by the teacher • To check that the text makes sense to them as they read and corrects inaccurate reading. • To make inferences on the basis of what is being said and done. • To answer and ask questions. • To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> • To participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say • To take part in role play and drama to help develop and explore characters • To explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • To understand the differences between written and spoken speech • To discuss the sequence of events in books and how items of information are related. • To discuss their favourite words and phrases • To become increasingly familiar with and



	<ul style="list-style-type: none"> • To read words containing common suffixes by building on the root words taught • To read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • To read accurately using contextual clues and improving phonic knowledge, sounding out words accurately without undue hesitation 		<p>retell a wide range of stories, fairy stories and traditional tales (including at a level beyond which they can read independently)</p> <ul style="list-style-type: none"> • To read and listen to non-fiction books that are structured in different ways • To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear • To listen to, discuss and express views about a wide range of contemporary and classic stories, poetry and non-fiction at a level beyond that at which they can read independently • To read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • To re-read these books to build up their fluency and confidence in word reading
<p>Y3</p>	<ul style="list-style-type: none"> • To begin to apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet • To read further exception words beginning to note the 	<ul style="list-style-type: none"> • To identify most obvious themes and conventions in a wide range of books • To identify main ideas drawn from more than one paragraph and begin to draw them together • To predict what might happen 	<ul style="list-style-type: none"> • To retell some fairy stories, and myths and legends orally including main details in sequence. • To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • To prepare poems and play scripts to read



	<p>unusual correspondences between spelling and sound, and where these occur in the word</p> <ul style="list-style-type: none"> To begin to try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print 	<ul style="list-style-type: none"> To draw straightforward inferences made based on own experience: characters' feelings, thoughts and motives from their actions, and with help, can justify inferences with evidence To with support can identify how language, structure, and presentation contribute to meaning- E.g. use of pictures, size /style of print and some comment on use of adjectives/ adjectival phrases To select effective words and phrases that capture the reader's interest and imagination and discuss why. To can identify meaning drawn from one paragraph and summaries it simply To with assistance retrieve and record information from short / specified sections of non-fiction texts. To use contents pages and indexes to locate information 	<p>aloud and to perform with increased confidence in front of a wider audience.</p> <ul style="list-style-type: none"> To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context To begin to ask questions to improve their understanding of a text To develop an awareness of preference in reading To increase their familiarity with a wide range of books, including fairy stories in which there are good and evil characters To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To recognise that there are different types of poetry (shape poetry, nonsense, poetry that follows a pattern) and not all of them rhyme (narrative) To read books that are structured in different ways and reading for a range of purposes
Y4	<ul style="list-style-type: none"> To begin to apply their growing knowledge of root words, 	<ul style="list-style-type: none"> To identify themes and conventions in a wide range of 	<ul style="list-style-type: none"> To retell some fairy stories, and myths and legends orally.



	<p>prefixes and suffixes to read aloud and to understand the meaning of new words they meet</p> <ul style="list-style-type: none"> • To read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word. • To try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print 	<p>books.</p> <ul style="list-style-type: none"> • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • To identify main ideas drawn from more than one paragraph and begin to summarise these. • To predict what might happen • To draw inferences such as: characters' feelings, thoughts and motives from their actions, and with help, can justify inferences with evidence. • To identify how language, structure, and presentation contribute to meaning- E.g. use of pictures, size /style of print and some comment on use of adjectives/ adjectival phrases • To select effective words and phrases that capture the reader's interest and imagination and discuss why. • To identify meaning drawn from one paragraph and 	<ul style="list-style-type: none"> • To participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • To prepare poems and play scripts to read aloud and to perform with increased confidence in front of a wider audience. • To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • To ask questions to improve their understanding of a text • To develop an awareness of preference in reading. • To increase their familiarity with a wide range of books, including fairy stories, myths and legends • To listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • To recognise different types of poetry (shape poetry, nonsense, poetry that follows a pattern) and not all of them rhyme (narrative) • To read books that are structured in different ways and reading for a range of purposes
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		<p>summarise it simply</p> <ul style="list-style-type: none"> • To use dictionaries to check the meaning of words they have read. • To retrieve and record information from non-fiction texts. • To use contents pages and indexes to locate information. • To comment on the organisation of texts including use of bullet points and other organisational devices. 	
Y5	<ul style="list-style-type: none"> • To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. • To rarely misread words because they look closely at all the letters within it • To work out how to pronounce unfamiliar written words with increasing automaticity • To read aloud, with confidence and fluency 	<ul style="list-style-type: none"> • To identify and discuss themes (e.g. loss/ heroism) and conventions (e.g. use of first person/ diary format) in a wide range of texts • To make comparisons within and across two or three books • To consider different accounts of the same event-from e.g. different characters point of view within the story. • To identify and discuss viewpoints within a text • To identify how language, 	<ul style="list-style-type: none"> • To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas • To with assistance explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • To provide reasoned justifications for their views by making general reference to the text • To summarise and present a familiar story in their own words



		<p>structure and presentation contribute to meaning – e.g. how a text looks, the type of language an author uses (negative, lots of verbs to create a busy scene etc)</p> <ul style="list-style-type: none"> • To recognise that authors use language in different ways to create effect (simile, metaphor, alliteration) and make a simple comment on how this effects the reader • To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with specific contextual evidence • To predict what might happen from details stated and implied • To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • To begins to ask questions to develop understanding of texts independently 	<ul style="list-style-type: none"> • To begin to use technical language to describe language used (e.g. simile, metaphor) • To choose to read for pleasure • To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • To read silently, and then discuss what they have read • To read books that are structured in different ways and read for a range of purposes • To read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions and comments on and identifies similarities and differences between text types (e.g. different cultures, narrative, traditional tales etc.). • To learn a range of poetry by heart, reading them with expression and understanding • To recommend books that they have read to their peers, giving reasons for their choices
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		<ul style="list-style-type: none"> • To retrieve, record and present information from non-fiction from a range of sources including the internet. • To use contents pages and indexes to locate information. • To distinguish between statements of fact and opinion • To identify the main purpose of the text 	
Y6	<ul style="list-style-type: none"> • To apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet • To read most words effortlessly. • To work out how to pronounce unfamiliar written words with increasing automaticity • To read aloud, with confidence, pace, fluency and expression, using punctuation and representing the author's intent 	<ul style="list-style-type: none"> • To identify and discuss themes and conventions in a wide range of texts • To make comparisons within and across two or three books with some explanation • To consider different accounts of the same event, using inference from across the text • To identify and discuss viewpoints across texts • To identify how language, structure and presentation contribute to meaning • To evaluate how authors use language including figurative language, (simile, metaphor, alliteration) considering the impact on the reader 	<ul style="list-style-type: none"> • To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously • To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • To provide reasoned justifications for their views • To ask questions to improve their understanding • To summarise and present a familiar story in their own words • To discuss and evaluates how authors use language, including figurative language, using appropriate terminology (e.g.



		<ul style="list-style-type: none"> • To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from across the text • To predict what might happen from details stated and implied • To summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas, and incorporating quotes • To identify the conventions of different types of texts, such as first person in diaries and autobiographies • To retrieve, record, synthesise and present information from non-fiction from a range of sources including the internet • To use contents pages and indexes to locate information • To distinguish between statements of fact and opinion • To begin to develop an understanding of how the context in which texts were written can influence content and meaning (e.g. war reports) 	<p>imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader</p> <ul style="list-style-type: none"> • To choose to read for pleasure • To read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • To read silently, and then discuss what they have read • To read books that are structured in different ways and read for a range of purposes • To read a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions and comments on and identifies similarities and differences between text types (e.g. different cultures, narrative, traditional tales etc.). • To prepare poems and plays to read aloud and to perform (including by heart), showing understanding through intonation, tone and volume so that the meaning is clear to an audience • To recommend books that they have read to their peers, giving reasons for their choices
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English_Reading Progression document (EYFS to Y6)
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