

English Reading Progression

EYFS

Word Reading

- recognise own name.
- pick up a book and turn pages.
- distinguish between picture and print.
- read individual letters by saying the sounds for them.
- blend sounds into words, so they can read short words made up of known letter-sound correspondences.
- read a few common exception words matched to Little Wandle
- read some letter groups that represent one sound (digraphs, trigraphs)
- read simple phrase and sentences made up of words with known letter-sound correspondences and a few exception words.

Comprehension

- listen to stories and build familiarity and understanding.
- retell the story showing familiarity with the text using repetition and my own words.
- engage in non-fiction books, developing familiarity with new knowledge and vocabulary.
- ask questions to find out more and to check understanding.
- describe events in some detail.
- organise thinking and activities to explain how things work and why they might happen

English Reading Progression

Year 1

Word Reading

- read words by breaking them down into sounds.
- quickly read given letters or groups of letters.
- read new words by blending letter sounds together.
- read some unusual words.
- know how to read word list words including words ending in -s, -es, -ing, -ed, -er and -est.
- correctly read the longer words in a word list.
- read words that contain missing letters such as I'm, I'll, and we'll.
- correctly read aloud the words from a given book.
- re-read given books to become a better reader.

Comprehension

- listen and discuss what has been read, including poems, stories and non-fiction books.
- when reading, tell of similar things that have happened to me.
- tell about some special stories that have been worked on in class and re-tell them to a teacher.
- join in with the class at special times of a story when the teacher is telling certain stories
- learn some rhymes or poems.
- discuss what words mean.
- understand the books that can be read.
- whilst reading, check what is being read makes sense.
- discuss the titles and events from books that have been read.
- tell you about why a character does or says some things.
- predict what happens next based on what has been read so far.
- take turns to listen and discuss in a group.
- explain what has happened in the story that someone else has read.

English Reading Progression

Year 2

Word Reading

- read words quickly using prior knowledge of how to sound out all parts of a word.
- read by blending together the known sounds and read out within a word.
- read words with two or three syllables.
- read words with common word endings, such as -ing and -ed.
- read a range of unusual words from a word lists.
- read most words quickly and accurately.
- when presented with an unknown word, sound out the word without help from an adult.
- when re-reading books, become better and better at reading the text.

Comprehension

- listen, discuss and voice opinions about poems, stories and non-fiction books.
- retell events in the order they happen and discuss if they are connected.
- talk about all the different stories they have read.
- enjoy finding out about non-fiction books and how they are set out.
- recognise simple language patterns in stories and poems.
- discuss the meaning of words.
- be happy to talk about favourite words and phrases from books that have been read.
- say out loud a number of poems that have been learnt.
- understand the books that can be read.
- whilst reading, check what is being read makes sense.
- discuss why certain things happen in a book or why a character says the things they do.
- answer and ask questions about what has been read.
- guess what happens next in a story, using knowledge of what has gone on before.
- take turns to discuss and listen to others about what has been read.
- explain and discuss what has happened in books that either been read by someone else or by the child.

English Reading Progression

Year 3

Word Reading

- use existing knowledge to help read aloud.
- be aware that some words sound different to how they are spelt.

Comprehension

- understand a range of texts that have been read.
- choose from a range of books to find the information required.
- use a dictionary to check the meaning of words.
- talk about some different types of stories that have been read.
- identify some themes in a range of books read.
- perform poems and play scripts to read aloud.
- discuss words and phrases that
- know that poetry comes in different forms.
- whilst reading, check what is being read makes sense.
- ask questions about a text or book.
- know a character does certain things because of how the character is feeling or what has happened to them in the story.
- predict events in stories from what has happened up to now.
- discuss what the main ideas are from reading a number of paragraphs.
- see that books are set out in ways that help the reader to read the texts.
- use non-fiction books to find information.
- take turns to discuss and listen to others about what has been read by someone else or by the child.

English Reading Progression

Year 4

Word Reading

- use existing knowledge of a range of different words to help with reading aloud and understanding the meaning of new words.
- aware that some words sound different to how they are spelt.

Comprehension

- show understanding of an increasing wide range of texts
- choose from a range of books that are set out differently but give the information required.
- use a dictionary to check the meaning of new words.
- talk about different types of stories that have been read.
- identify different themes and conventions in a wide range of books.
- perform poems and play scripts to read aloud to keep the listener interested.
- discuss words and phrases of interest.
- recognise different types of poetry.
- whilst reading, check what is being read makes sense.
- ask questions to help understand more about a book.
- use evidence from different parts of the text to support inferences such as showing characters' feelings, thoughts and motives from their actions across the story.
- predict events in stories from has been read.
- give the main ideas in a book are from reading a number of paragraphs.
- understand that the way books are set out help the reader to identify the meaning.
- use non-fiction books to find out about things.
- take turns to discuss and listen to others about what has been read by someone else or by the child.

English Reading Progression

Year 5

Word Reading

- use some of the words and word parts previously understood to think about what new words mean and sound like.

Comprehension

- read and discuss a range of fiction, poetry, plays, non-fiction and reference books.
- understand books are set out in different ways for different purposes.
- become familiar with a range of books.
- recommend books to friends.
- identify and discuss themes across a range of writing.
- make simple comparisons across books.
- learn a few poems by heart.
- read aloud and perform poems and plays.
- check understanding of a text through discussion and exploring the meaning of words.
- ask questions about what has been read.
- see that characters do the things they do because of their feelings.
- predict what may happen in a story by thinking about what has happened up to now.
- make simple summaries of a given number of paragraphs
- show how words, phrases and structure all contribute to make different meanings in texts.
- know that authors use words or phrases which will have impact on a reader.
- know the difference between a fact and an opinion.
- find and make notes on information from non-fiction.
- begin to participate in discussions about books that have been read by listening to others' ideas.
- use texts to debate topics
- discuss and explain their own views on a topic.

English Reading Progression Year 6

Word Reading

- use knowledge of root words, prefixes and suffixes, to read aloud and understand the meaning of new words.

Comprehension

- continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books as well as text books.
- understand what has been read, even though books are set out in different ways and are written for different purposes.
- become familiar with a wide range of books from own literary heritage and also books from other cultures and traditions.
- recommend books to my friends.
- identify and discuss themes and conventions in and across a wide range of writing.
- make comparisons within and across books.
- learn a wider range of poems by heart.
- read aloud and perform poems and plays, and use appropriate intonation, tone and volume to help the audience with their own understanding.
- check understanding of books that have been read through discussion and exploring the meaning of words.
- ask questions about what has been read to further improve my understanding.
- show understanding of what has been read by drawing inferences from within the text and justifying them with evidence.
- predict what may happen in a story from details given and suggested in the text.
- identify key details and ideas in texts by summarising a given number of paragraphs.
- show how language, structure and presentation all contribute to meaning in texts.
- know authors use particular language which will have impact the reader.
- distinguish between statements of fact and opinion.
- retrieve, record and present information from non-fiction.
- participate in discussions about books, either those that have been read independently or those that have been read to the child, by listening to others' ideas and at times challenging views courteously if they differ from their own.
- present or debate on topics that have been read about, using notes if necessary.
- justify their views.