

Progression in Reading Year 1 to Year 6

Key Learning for Year 1

Word Reading

Responds speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes

Reads accurately by blending sounds in unfamiliar words

Reads common exception words

Reads 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

Comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, and understanding by:

listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently

- being encouraged to link what they read or hear read to their own experiences
- becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 - recognising and joining in with predictable phrases
 - learning to appreciate rhymes and poems, and to recite some by heart

understand both the books they can already read accurately and fluently and those they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- discussing the significance of the title and events
- making inferences on the basis of what is being said and done
- predicting what might happen on the basis of what has been read so far

Pupils will participate in discussion about what is read to them, taking turns and listening to what others say and explain clearly their understanding of what is read to them.

By the end of Y1, a child should:

- be able to read all common graphemes and read unfamiliar words containing these graphemes, accurately and without undue hesitation by sounding them out in books that are matched closely to the level of word reading knowledge
- be able to read many common words containing letters and sounds taught so far (eg shout, hand, stop, or dream) without needing to blend the sounds out loud first
- read common exception words (eg you, could, many or people) easily and automatically
- read words with suffixes with support to build on the root words that can be read already;
- retell some familiar stories that have been read and discussed with them or that they have acted out;
- listen to stories, poems and non-fiction that cannot yet be read independently;
- understand how written language can be structured such as how to build surprise in narratives and the characteristic features of non-fiction;
- take part in a discussion, considering the opinions of others, with support.

Key Learning for Year 2

Word Reading

Reads accurately by blending the sounds in words that contain the graphemes taught so far especially recognising alternative sounds for graphemes

Reads accurately words of two or more syllables that contain the same graphemes as above

Reads most words at an instructional level 93-95 per cent quickly and accurately without overt sounding and blending, when they have been frequently encountered

Reads aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Re-reads these books to build up their fluency and confidence in word reading

Comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, and understanding by:

- listening to, discussing and expressing views about a wide range of poetry (including contemporary and classic), stories and non-fiction at a level beyond that at which they can read independently
- discussing the sequence of events in books and how items of information are related
- becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales
- being introduced to non-fiction books that are structured in different ways
- recognising simple recurring literary language in stories and poetry
- discussing their favourite words and phrases
- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

understand both the books that they can already read accurately and fluently and those that they listen to by:

- drawing on what they already know or on background information and vocabulary provided by the teacher
- checking that the text makes sense to them as they read and correcting inaccurate reading
- making inferences on the basis of what is being said and done
- answering and asking questions
- predicting what might happen on the basis of what has been read so far

Pupils 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.

Pupils explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

By the end of Year 2, a child should:

- be able to read books written at an age-appropriate interest level accurately and at a speed that is sufficient for a child to focus on understanding what is read rather than on decoding individual words
- decode most new words outside the spoken vocabulary, making a good approximation to the word's pronunciation
- listen to and discuss a wide range of stories, poems, plays and information books, including whole books;
- justify the views about what has been read with support;
- read suffixes by building on the root words that have already been learnt;
- exercise choice in selecting books;
- monitor what they read, checking that the word they have decoded fits in with whatever else they have read and makes sense in the context of what they already know about the topic
- identify cause and effect in both narrative and non-fiction (eg what has prompted a character's behaviour in a story; why certain dates are commemorated annually); and
- take part in a discussion, considering the opinions of others.

Key Learning for Year 3

Word Reading

Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, and understanding by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination

understand what they read, in books they can read independently, by:

- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied

Pupils retrieve and record information from non-fiction.

Pupils 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.

By the end of Year 3, a child should:

- be able to justify their views about books written at an age-appropriate interest level
- be able to read a book accurately and at a speed that is sufficient for them to focus on understanding what they read, rather than on decoding individual words
- decode most new words outside the spoken vocabulary;
- read longer words with support and test out different pronunciations;
- recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales;
- listen attentively and discuss books and authors that they might not choose themselves;
- read, reread and rehearse a variety of texts;
- use contents pages and indexes to locate information;
- respond to guidance about the kinds of explanations and questions that are expected from them.

Key Learning for Year 4

Word Reading

Applies a growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words that are met. Reads further exception words, noting the unusual correspondences between spelling and sound and where these occur in the word.

Comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, and understanding by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry (e.g. free verse, narrative poetry)

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction

Pupils 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.

By the end of Year 4, a child should: read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace

- read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity;
- prepare readings with appropriate intonation to show their understanding;
- summarise and present a familiar story in their own words;
- read silently and then discuss what they have read;
- attempt to match what they decode to words they may have already heard but may not have seen in print
- discuss language, including vocabulary, used in a variety of texts to support the understanding of the meaning and comprehension of those texts; and help develop, agree on and evaluate rules for effective discussion.
- recognise the conventions of different types of writing such as the greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings in instructions
- have developed strategies to choose and read a wider range of books including authors that they may not have previously chosen
- In non-fiction, a child knows what information to look for before beginning and is clear about the task.
- use contents pages and indexes to locate relevant information

Key Learning for Year 5

Word Reading

Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) both to read aloud and to understand the meaning of new words that are met

Comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, and understanding by

- an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with 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
- recommending books that they have read to their peers, giving reasons for their choices
- learning a wider range of poetry by heart
- preparing 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

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences and justifying these with evidence from the text
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Pupils discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Pupils distinguish between statements of fact and opinion. Pupils retrieve, record and present information from non-fiction. Pupils 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. Pupils 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. Pupils ask questions to improve their understanding of what they have read. Pupils provide reasoned justifications for their views.

By the end of Year 5, a child should:

By the end of Y5 a child's reading should demonstrate increasing fluency across all subjects and not just in English

- use reading strategies to work out any unfamiliar word;
- accurately read individual words which might be key to the meaning of a sentence or paragraph thereby improving comprehension;
- read books selected independently;
- recognise themes in what is read, such as loss or heroism;
- compare characters, settings, themes and other aspects of what is read.
- understand the conventions of different types of writing such as the use of the first person in writing diaries and autobiographies
- understand some of the technical and other terms needed for discussing what is heard and read such as metaphor, simile, analogy, imagery, style and effect

In using non-fiction, know what information is needed to look for before beginning a task and knows how to use contents pages and indexes to locate information and applies these skills across the curriculum independently.

Key Learning for Year 6

Word Reading

Applies a growing knowledge of root words, prefixes and suffixes (morphology and etymology) - both to read aloud and to understand the meaning of new words that are met

Comprehension

Pupils should be taught to:

develop pleasure in reading, motivation to read, and understanding by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing 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

understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences and justifying these with evidence from the text
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning

Pupils discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

Pupils distinguish between statements of fact and opinion.

Pupils retrieve, record and present information from non-fiction.

Pupils 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.

Pupils 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.

Pupils ask questions to improve their understanding of what they have read.

Pupils provide reasoned justifications for their views.

By the end of Year 6, a child should:

discuss the purpose(s) of the language that is read and understand why sentences are constructed as they are;

- focus on all the letters in a word so they do not, for example, read 'invitation' for 'imitation' simply because they may be more familiar with the first word;
- accurately read individual words, which might be key to the meaning of a sentence or paragraph, to improve age appropriate comprehension;
- read independently, including books they would not choose to read;
- compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than one text; and
- reflect on feedback regarding the quality of their explanations and contributions to discussions.
- understand the majority of terms needed for discussing what they hear and read such as metaphor, simile, analogy, imagery, style and effect.
- apply the skills of information retrieval eg in reading history, geography and science textbooks, and in contexts where they are genuinely motivated to find out information, such as reading information

By the end of Y6, a child's reading should be fluent and effortless across all subjects, not just in English