



Reading Progression Grid



Early Years

Reading: Word Reading			
Phonics and Decoding			
ELG	Literacy	Word Reading	• Say a sound for each letter in the alphabet and at least 10 digraphs. • Read words consistent with their phonic knowledge by sound-blending. • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Common Exception Words			
ELG	Literacy	Reading	• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.
Reading: Comprehension			
Understanding and Correcting Inaccuracies			
ELG	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. • Anticipate (where appropriate) key events in stories. • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Comparing, Contrasting and Commenting			
ELG	Communication and Language	Listening, Attention and Understanding	• Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.

		Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
Words in Context and Authorial Choice			
ELG	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.
Inference and Prediction			
ELG	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	Anticipate (where appropriate) key events in stories.

Poetry and Performance			
ELG	Literacy	Comprehension	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
	Expressive Arts and Design	Creating with Materials	• Make use of props and materials when role playing characters in narratives and stories.
		Being Imaginative and Expressive	• Invent, adapt and recount narratives and stories with their peers and their teacher. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.
Non-Fiction			

ELG	Communication and Language	Speaking	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.
	Literacy	Comprehension	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

	Word Reading	Comprehension		
		Attitudes to Reading	Understanding Reading	Discuss, explain and evaluate
Year 1	Applies phonic knowledge and skills as the route to decode words. 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 containing GPCs that have been taught. Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Reads words containing taught GPCs and -s, es, -ing, -ed, -er and -est endings. Reads other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s). 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. Re-reads these books to build up their fluency and confidence in word reading.	Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Begins to link what they read or hear read to their own experiences. Is becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Recognises and joins in with predictable phrases. Is learning to appreciate rhymes and poems, and to recite some by heart.	Draws on what they already know or on background information and vocabulary provided by the teacher. Checks that the text makes sense to them as they read and corrects inaccurate reading. Discusses the significance of the title and events. Makes inferences on the basis of what is being said and done. Predicts what might happen on the basis of what has been read so far.	Participates in discussion about what is read to them. Understands the need to take turns. Listens to what others say. Explains clearly their understanding of what is read to them.
	Word Reading	Comprehension		
		Attitudes to Reading	Understanding Reading	Discuss, explain and evaluate

Year 2	Can read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes. Continues to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Can read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences. Can read accurately most words of two or more syllables. Can read most words containing common suffixes. Can read many common exception words. Can read most common exception words. In a book closely matched to the GPCs, the pupil can read aloud many words quickly and accurately without overt sounding and blending. In a book closely matched to the GPCs as above, the pupil can sound out many unfamiliar words accurately. Can sound out most unfamiliar words accurately, without undue hesitation. Can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words. Re-reads these books to build up their fluency and confidence in word reading.	Listens to, discusses and expresses 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. Discusses the sequence of events in books and how items of information are related. Is becoming increasingly familiar with, and retelling a wider range of stories, fairy stories and traditional tales. Is beginning to identify differences in the structure of the non-fiction books that they are introduced to. Recognises simple recurring literary language in stories and poetry. Discusses their favourite words and phrases. Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	Draws on what they already know or on background information and vocabulary provided by the teacher. In a book that they can already read fluently, the pupil can check it makes sense to them, correcting any inaccurate reading. In a familiar book that is read to them, the pupil can answer questions in discussion with the teacher and make simple inferences. Can answer questions and make some inferences. In a book that they can already read fluently, the pupil can explain what has happened so far in what they have read.	Participates in discussion about books, poems and other works that are read to them and those that they can read for themselves. Take turns and listens to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
	Word Reading	Attitudes to reading	Understanding reading	Discuss, explain and evaluate
Year 3	Applies 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. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reads books that are structured in different ways and reads for a range of purposes. With support uses dictionaries to check the meaning of words that they have read. Develops their familiarity with an increasingly wide range of books, including fairy stories, myths and	Checks 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. Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and (with	Participates 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.

		legends, and retelling some of these orally. (With support) identifies themes and conventions in a wide range of books. Prepares poems and plays to read aloud and to perform, showing understanding through some use of intonation, tone, volume and action. (Beginning to) discuss words and phrases that capture the readers interest and imagination. (With support) recognises some different forms of poetry (e.g. free verse, narrative poetry).	support) justifying inferences with evidence. Makes basic predictions about what might happen based on details stated and implied. (With some support) identifies main ideas drawn from more than one paragraph and makes a simple summary. (With support) identifies how language, structure, and presentation contribute to meaning. Retrieves and records information from non-fiction (supported where necessary).	
Year 4	Applies 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. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reads books that are structured in different ways and reads for a range of purposes. Uses dictionaries to check the meaning of words that they have read. Increases their familiarity with a wide range and variety of books, including fairy stories, myths and legends, and retelling some of these orally. Independently identifies themes and conventions in a wide range of books. Prepares poems and plays to read aloud and to perform, showing understanding through increasing use of appropriate intonation, tone, volume and action.	Checks that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Asks relevant questions to improve and develop their understanding of a text. Draws inferences such as inferring characters feelings, thoughts and motives from their actions, and justifies inferences with relevant evidence. Makes reasoned predictions of what might happen clearly derived from details both stated and implied. Independently identifies main ideas drawn from more than one paragraph	Participates 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.

		Identifies and discusses words and phrases that capture the readers interest and imagination. Independently recognises some different forms of poetry (e.g. free verse, narrative poetry).	and summarises these accurately and concisely. Identify how language, structure, and presentation contribute to meaning. Identify how language, structure, and presentation contribute to meaning. Independently retrieves and confidently records information from non-fiction.	
Year 5	Applies 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.	Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reads books that are structured in different ways and reading for a range of purposes. Increases 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. Recommends books that they have read to their peers, giving reasons for their choices which illustrate a general awareness of the writer's purpose and effect on the reader. Identifies and discusses themes and conventions in and across a wide range of writing. Comments identify similarities and differences between texts e.g narrative conventions in traditional tales or	Checks that the book makes sense to them by discussing their understanding and exploring the meaning of words in context. Asks questions to improve their understanding and explore ideas. Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. (Comments are developed drawing on evidence across the text). Predicts what might happen from details stated and implied. Justifies predictions with specific textual references. Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Identifies how language, structure and presentation	Discusses and evaluates how authors use language, including figurative language, considering the impact on the reader and showing some awareness of the effect of different language choices. Beginning to use some technical terminology to describe language where needed (eg simile, metaphor). 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. Explains and discusses their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provides reasoned justifications for their views, supporting them with relevant textual reference or quotation.

		stories from different cultures, ballads etc. Makes comparisons within and across books, commenting on similarities and differences between texts, with some explanation. Learns a wide range of poetry by heart. Prepares 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	contribute to meaning. Shows general awareness of writer's craft. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Relevant points clearly identified from all areas of the text.	
Year 6	Applies 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.	Maintains positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books. Reads books that are structured in different ways and reading for a range of purposes. Increases 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. Recommends books that they have read to their peers, explaining their reasoning through explicit explanation developed by close reference to the text. Identifies and discusses themes and conventions in and across a wide range of writing such as the use of the first person in writing diaries and autobiographies; or	Check that the book makes sense to them by discussing their understanding and exploring the meaning of words in context. Asks questions to improve their understanding and explore ideas in detail. Draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifies inferences with evidence. (Comments securely based in textual evidence with an attempt at detailed exploration). Predicts what might happen from details stated and implied. Justifies predictions with specific textual references or quotation. Summarises the main ideas drawn from more than one paragraph, identifying key details that support the	Discusses and evaluates how authors use language, including figurative language, using appropriate terminology (eg imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader. Participates 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. Explains and discusses their understanding of what they have read, developing explanations through close reference to the text. Demonstrate understanding through formal presentations and debates, maintaining a focus on the topic and using notes where necessary. Provides reasoned justifications for their views, incorporating apt textual reference and quotation to support main ideas or argument.

		considering accounts of the same event, with identification of viewpoint developed through close reference to the text. Makes comparisons within and across books. May contain some detailed discussion of textual conventions or features as used by writers from different periods, or ideas about how topics are treated differently in texts from different cultures. Learns a wider range of poetry by heart. Prepares poems and plays to read aloud and to perform, showing understanding through appropriate intonation, tone and volume so that the meaning is clear to an audience.	main ideas (incorporates apt textual reference or quotation to support argument). Identifies how language, structure and presentation contribute to meaning. (eg explains how structural choices support writer's theme or purpose). Distinguishes between statements of fact and opinion. Retrieves, records and presents information from non-fiction. Relevant points clearly identified including summary and synthesis of information from different sources in the text.	
--	--	--	--	--