



Eccleston Primary School – Reading Progression

National Curriculum Reading – Programme of study

English has a pre-eminent place in education and in society. A high-quality education in English will teach pupils to speak and write fluently so that they can communicate their ideas and emotions to others, and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils who do not learn to speak, read and write fluently and confidently are effectively disenfranchised.

Aims - Reading

The programmes of study for reading at key stages 1 and 2 consist of 2 dimensions:

- word reading
- comprehension (both listening and reading)

It is essential that teaching focuses on developing pupils' competence in both dimensions; different kinds of teaching are needed for each.

Skilled word reading involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Underpinning both is the understanding that the letters on the page represent the sounds in spoken words. This is why phonics should be emphasised in the early teaching of reading to beginners (ie unskilled readers) when they start school.

Good comprehension draws from linguistic knowledge (in particular of vocabulary and grammar) and on knowledge of the world. Comprehension skills develop through pupils' experience of high-quality discussion with the teacher, as well as from reading and discussing a range of stories, poems and non-fiction. All pupils must be encouraged to read widely across both fiction and non-fiction to develop their knowledge of themselves and the world they live in, to establish an appreciation and love of reading, and to gain knowledge across the curriculum. Reading widely and often increases pupils' vocabulary because they encounter words they would rarely hear or use in everyday speech. Reading also feeds pupils' imagination and opens up a treasure house of wonder and joy for curious young minds.

It is essential that, by the end of their primary education, all pupils are able to read fluently, and with confidence, in any subject in their forthcoming secondary education.

EYFS –see Development Matters 2021 for detailed examples of how to support learning in EYFS Literacy

It is crucial for children to develop a life-long love of reading. Reading consists of two dimensions: language comprehension and word reading. Language comprehension (necessary for both reading and writing) starts from birth. It only develops when adults talk with children about the world around them and the books (stories and non-fiction) they read with them, and enjoy rhymes, poems and songs together. Skilled word reading, taught later, involves both the speedy working out of the pronunciation of unfamiliar printed words (decoding) and the speedy recognition of familiar printed words. Writing involves transcription (spelling and handwriting) and composition (articulating ideas and structuring them in speech, before writing).

Area of EYFS	Birth – 3 Year Olds	3-4 Year olds	Children in Reception
Literacy Reading	<ul style="list-style-type: none"> • Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ol style="list-style-type: none"> 1. Print has meaning 	<ul style="list-style-type: none"> • Blend sounds into words, so that they can read short words made up of known letter– sound correspondences • Read some letter groups that each represent one sound and say sounds for them.



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	<ul style="list-style-type: none"> • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. • Make comments and share their own ideas. • Develop play around favourite stories using props. • Notice some print. 	<p>2. Print can have different purposes</p> <p>3. We read English text from left to right and from top to bottom</p> <p>4. The names of the different parts of a book</p> <p>5. Page sequencing</p> <ul style="list-style-type: none"> • Develop their phonological awareness, so that they can: spot and suggest rhymes, count or clap syllables in a word, recognise words with the same initial sound such as money and mother. • Engage in extended conversations about stories whilst developing and learning new vocabulary. • Children ready to start systematic synthetic phonics as soon as they enter Reception Class – Little Wandle. 	<ul style="list-style-type: none"> • Read a few common exception words matched to the school's phonic programme (Little Wandle) • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • ELG: Word Reading Children at the expected level of development will: • 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. • Comprehension ELG Children at the expected level of development will: - • 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 roleplay.
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	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	Pupils should be taught as RECEPTION AND: <ul style="list-style-type: none"> • To apply phonic knowledge and skills as the route to decode words. • To blend sounds in unfamiliar words using the 	Pupils should be taught as Year 1 AND: <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 	Pupils should be taught as Year 2 AND: <ul style="list-style-type: none"> • To use their phonic knowledge to decode quickly and accurately (may still need support to read 	Pupils should be taught as Year 3 AND: <ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words 	Pupils should be taught as Year 4 AND: <ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed 	Pupils should be taught as Year 5 AND: <ul style="list-style-type: none"> • To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word



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	<p>GPCs that they have been taught.</p> <ul style="list-style-type: none"> To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s,- es, -ing,, -ed and –est endings. To read words with contractions, e.g. I’m, I’ll and we’ll. 	<p>embedded and reading is fluent.</p> <ul style="list-style-type: none"> To read accurately by blending the sounds in words that contain the graphemes taught so far - especially recognizing alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes. 	<p>longer unknown words).</p> <ul style="list-style-type: none"> To apply their growing knowledge of root words and prefixes, including in-,im-,il-,ir-,dis-,mis-, un-, re-, sub-, inter-, super-, anti-an dau to-to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including - ation, -ly,-ous,- ture, - sure,-sion,- tion,-ssion and - cian,to begin to read aloud. 	<p>with increasing speed and skill.</p> <ul style="list-style-type: none"> To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.* 	<p>and skill, recognising their meaning through contextual cues.</p> <ul style="list-style-type: none"> To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, - tial, -ant/-ance/- ancy, -ent/- ence/- ency, -able/- ably and -ible/ibly, to read aloud fluently. 	<p>endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common exception words	<p>Pupils should be taught as RECEPTION AND:</p> <ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<p>Pupils should be taught as Year 1 AND:</p> <ul style="list-style-type: none"> To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<p>Pupils should be taught as Year 2 AND:</p> <ul style="list-style-type: none"> To begin to read Y3/Y4 exception words. 	<p>Pupils should be taught as Year 3 AND:</p> <ul style="list-style-type: none"> To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these that occur in the word. 	<p>Pupils should be taught as Year 4 AND:</p> <ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<p>Pupils should be taught as RECEPTION AND:</p>	<p>Pupils should be taught as Year 1 AND spell by:</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			



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	<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 				
Comparing, contrasting and commenting	<p>Pupils should be taught as RECEPTION AND:</p> <ul style="list-style-type: none"> To listen to and discuss wide range of fiction, nonfiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the 	<p>Pupils should be taught as Year 1 AND:</p> <ul style="list-style-type: none"> To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a 	<p>Pupils should be taught as Year 2 AND:</p> <ul style="list-style-type: none"> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). To identify how language, structure and presentation contribute to meaning. To identify main ideas drawn from more than 	<p>Pupils should be taught as Year 3 AND:</p> <ul style="list-style-type: none"> To discuss and compare texts from a wide variety of genres and writers. To read for a range of purposes. To identify themes and conventions in a wide range of books. To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a 	<p>Pupils should be taught as Year 4 AND:</p> <ul style="list-style-type: none"> To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types. To participate in discussions about books that are read to them and 	<p>Pupils should be taught as Year 5 AND:</p> <ul style="list-style-type: none"> To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. To recognise more complex themes in



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	<p>significance of titles and events.</p> <ul style="list-style-type: none"> To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). 	<p>wide range of stories, fairy stories and traditional tales.</p> <ul style="list-style-type: none"> To discuss the sequence of events in books and how items of information are related. 	<p>one paragraph and summarise these.</p>	<p>diary written in the first person or the use of presentational devices such as numbering and headings)</p>	<p>those they can read for themselves, building on their own and others' ideas and challenging views courteously.</p> <ul style="list-style-type: none"> To identify main ideas drawn from more than one paragraph and to summarise these. To recommend texts to peers based on a personal choice. 	<p>what they read (such as loss or heroism).</p> <ul style="list-style-type: none"> 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 listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions. To draw out key information and to summarise the main ideas in a text. To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views. To compare characters, settings and themes within a text and across more than one text.
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Words in context and authorial choice	<p>Pupils should be taught as RECEPTION AND:</p> <ul style="list-style-type: none"> To discuss word meaning and link new meanings to those already known. 	<p>Pupils should be taught as Year 1 AND:</p> <ul style="list-style-type: none"> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. 	<p>Pupils should be taught as Year 2 AND:</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 discuss authors' choice of words and phrases for effect. 	<p>Pupils should be taught as Year 3 AND:</p> <ul style="list-style-type: none"> Discuss vocabulary used to capture readers' interest and imagination. 	<p>Pupils should be taught as Year 4 AND:</p> <ul style="list-style-type: none"> To discuss vocabulary used by the author to create effect including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader. 	<p>Pupils should be taught as Year 5 AND:</p> <ul style="list-style-type: none"> To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.
Inference and prediction	<p>Pupils should be taught as RECEPTION AND:</p> <ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far. 	<p>Pupils should be taught as Year 1 AND:</p> <ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. 	<p>Pupils should be taught as Year 2 AND:</p> <ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text 	<p>Pupils should be taught as Year 3 AND:</p> <ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied. 	<p>Pupils should be taught as Year 4 AND:</p> <ul style="list-style-type: none"> To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text. 	<p>Pupils should be taught as Year 5 AND:</p> <ul style="list-style-type: none"> To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Poetry and performance	<p>Pupils should be taught as RECEPTION AND:</p>	<p>Pupils should be taught as Year 1 AND:</p>	<p>Pupils should be taught as Year 2 AND:</p>	<p>Pupils should be taught as Year 3 AND:</p>	<p>Pupils should be taught as Year 4 AND:</p>	



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	<ul style="list-style-type: none"> To recite simple poems by heart. 	<ul style="list-style-type: none"> To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. 	<ul style="list-style-type: none"> To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	<ul style="list-style-type: none"> To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect. 	<ul style="list-style-type: none"> To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.
Non-fiction	<p>Pupils should be taught as RECEPTION AND:</p> <ul style="list-style-type: none"> To recognise that non-fiction books are often structured in different ways. 	<ul style="list-style-type: none"> To recognise that non-fiction books are often structured in different ways. 	<p>Pupils should be taught as Year 2 AND:</p> <ul style="list-style-type: none"> To retrieve and record information from nonfiction texts. 	<p>Pupils should be taught as Year 3 AND:</p> <ul style="list-style-type: none"> To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information. To use dictionaries to check the meaning of words that they have read. 	<p>Pupils should be taught as Year 4 AND:</p> <ul style="list-style-type: none"> To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. 	<p>Pupils should be taught as Year 5 AND:</p> <ul style="list-style-type: none"> To retrieve, record and present information from nonfiction texts. To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme).



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