Humberston Cloverfields Reading Progression Y1 -3/4

	Year 1/2		Year 3/4
Decoding	• apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exception words • read common suffixes (-s, -es, -ing, -ed, etc.) • read multisyllable words containing taught GPCs • read contractions and understanding use of apostrophe • read aloud phonically-decodable texts	• secure phonic decoding until reading is fluent • read accurately by blending, including alternative sounds for graphemes • read multisyllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending	• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word
Range of Reading	• 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	• listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	• 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
Familiarity with texts	• 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	• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry	• 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
Poetry and performance	• learning to appreciate rhymes and poems, and to recite some by heart	• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action

Non-fiction			• recognising some different forms of poetry
Word Meanings	• discussing word meanings, linking new meanings to those already known	• discussing and clarifying the meanings of words, linking new meanings to known vocabulary • discussing their favourite words and phrases	• using dictionaries to check the meaning of words that they have read
Understanding	• 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 sequence of events in books and how items of information are related • 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	• 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 • identifying main ideas drawn from more than one paragraph and summarising these
Inference	• discussing the significance of the title and events • making inferences on the basis of what is being said and done	• making inferences on the basis of what is being said and done • answering and asking questions	• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	• predicting what might happen on the basis of what has been read so far	• predicting what might happen on the basis of what has been read so far	• predicting what might happen from details stated and implied
Authorial intent			• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning
Non-fiction		• being introduced to non-fiction books that are structured in different ways	• retrieve and record information from non-fiction

Discussing reading	• participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them	• participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening 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	• 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