Progression in Reading EYFS to Year 6

Reading - Word Reading	EYFS	KS1		KS2			
	3 and 4 year olds Reception age Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	• To enjoy rhyming and rhythmic activities. • To show an awareness of rhyme and alliteration. • To recognise rhythm in spoken words. • To continue a rhyming string. • To hear and say the initial sound in words. • To segment the sounds in simple words and blend them together and know which letter represents some of them. • To link sounds to letters, naming and sounding the letters of the alphabet. • To use phonic knowledge to decode regular words and read them aloud accurately.	• To apply phonic knowledge and skills as the route to decode words. • To blend sounds in unfamiliar words using the GPCs that they have been taught. • To respond speedily, giving the correct sound to grapheme for all of the 40+ phonemes.	• To continue to apply phonic knowledge and skills as the route to recode words until automatic decoding has become embedded and reading is fluent. • To read accurately by blending the sounds in unfamiliar words that contain graphemes/GPCs taught so far. • To accurately read most words of two or more syllables that contain the same graphemes as above. • To read most words containing common suffixes.	• To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). • To apply their growing knowledge of root words and prefixes (etymology and morphology), including in-,im-,il-,ir-,dis-,mis-, un-,re-,sub-, inter-,super- , anti-and auto-to begin to read aloud. • To apply their growing knowledge of root words and suffixes/word endings (etymology and morphology), including -ation, -ly,-ous, -ture, -sure, -sion, -tion, -ssion and -cian, to • Begin to read aloud.	• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	• To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • 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.	• To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Common Exception words	• To read some common irregular words.	• To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	• To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	• To begin to read Y3/Y4 exception words. • To read further exception words, noting the spellings.	• To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and where these occur in the word. • To read further exception words, noting the spellings.	• To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	• To read all Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	• To show interest in illustrations and print in books and print in the environment. • To recognise familiar words and signs such as own name and advertising logos. • To look and handle books independently (holds books the correct way up and turns pages) • To ascribe meaning to marks that they see in different places. • To begin to break the flow of speech into words. • To begin to read words and simple sentences. • To read and understand simple sentences.	• 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 re-read books to build up fluency and confidence in word reading.	• 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, when they have been frequently encountered, e.g. at over 90 words per minute, in age-appropriate texts.	• Children can read silently and aloud, reading fluently enough to gain the meaning from the text.		• Children can read silently; they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly with expression, reading sounds natural as if they are speaking. • To read age appropriate books with confidence and fluency (including whole novels).	
				• At this stage, teaching comprehension should take precedence over teaching word reading directly.			

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Reading - Comprehension	EYFS	KS1		KS2			
	3 and 4 year olds Reception age Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and correcting inaccuracies	• To know that print carries meaning and, in English, is read from left to right and top to bottom. • To understand humour, e.g. nonsense rhymes, jokes.	• To check that a text makes sense to them as they read and to self-correct.	• To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. • To check that the text makes sense to them as they read and to correct inaccurate reading.	• To explain and discuss understanding of reading, maintaining focus on the topic.			• To check that the book makes sense, discussing understanding and exploring the meaning of words in context. • To ask questions to improve understanding.
Comparing, contrasting, and commenting	• To listen to stories with increasing attention and recall. • To anticipate key events and phrases in rhymes and stories. • To begin to be aware of the way stories are structured. • To describe main story settings, events and principal characters. • To enjoy an increasing range of books. • To follow a story without pictures or props. • To follow a story without pictures or props.	• To listen to and discuss a wide range of texts/fiction, non-fiction 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 and other books. • To retell familiar stories in increasing detail. • To join in with discussions about a text, taking turns and	• 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 wide range of stories, fairy stories and traditional tales.	• 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 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/ recurring themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as	• 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 those they can read for themselves, building on their own and others' ideas and challenging views	• 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 what they read (such as loss or heroism). • To explain and discuss their

	• To listen to stories. Accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. • To demonstrate understanding when talking with others about what they have read.	listening to what others say. • To discuss the significance of titles and events.	• To discuss the sequence of events in books and how items of information are related. • 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). • To explain and discuss understanding of texts.		numbering and headings). • To identify how language, structure and presentation contribute to meaning. • To identify main ideas drawn from more than one paragraph and summarise these. • To recall and summarise main ideas. • To ask questions to improve understanding of a text	courteously / taking in turns and listening and responding to what others say • To identify main ideas drawn from more than one paragraph and to summarise these. • To recommend texts to peers based on personal choice, giving reasons for choices. • To identify and discuss themes and conventions in and across a wide range of writing. • Make comparisons within and across books. • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. • To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions	understanding of what they have read, including through formal presentations and debates maintaining a focus on the topic and using notes where necessary. • 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. • To provide reasoned justifications for views.

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Words in context and authorial choice	• To build up vocabulary that reflects the breadth of their experiences. • To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. • To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	• To discuss word meaning and link new meanings to those already known.	• To discuss and clarify the meanings of words, linking new meanings to known vocabulary. • To discuss their favourite words and phrases.	• 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.	• Discuss words and phrases used to capture readers' interest and imagination.	• 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.	• To analyse and evaluate/ discuss the use of language, including figurative language and how it is used for effect, using terminology such as metaphor, simile, analogy, imagery, style and effect. • To identify how language, structure and presentation contribute to meaning
Inference and Prediction	• To suggest how a story might end. • To begin to understand 'why' and 'how' questions. • To answer 'how' and 'why' questions about their experiences and in response to stories or events.	• To begin to make simple inferences. • To predict what might happen on the basis of what has been read so far.	• To make inferences on the basis of what is being said and done. • To predict what might happen on the bases of what has been read so far in the text. • To predict events. • To infer what characters are like from actions.	• 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. • To draw inferences from reading.	• To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • To justify/make predictions from details stated and implied. • Predict what might happen from details stated and implied.	• To draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. • To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	• 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	• To listen to and join in with stories and poems, one-to-one and also in small groups. • To join in with repeated refrains in rhymes and stories.	• To recite simple poems by heart. • Join in with stories or poems. • To recognise and join in with (including role-	• To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with	• To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.	• To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry.) • To prepare and perform poems	• To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	• To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the

	• To use intonation, rhythm, and phrasing to make the meaning clear to others. • To develop preferences for forms of expression. • To play cooperatively as part of a group to develop and act out a narrative. • To express themselves effectively, showing awareness of listeners' needs.	play) recurring language.	appropriate intonation to make the meaning clear. • Join in with stories or poems.	• To begin to use appropriate intonation and volume when reading aloud.	and play scripts with appropriate techniques (intonation, tone, volume and action) • To show awareness of the audience when reading aloud.		audience and for effect. • To prepare 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. • To learn a wide range of poetry by heart.
Non-Fiction	• To know that information can be relayed in the form of print. • To know that information can be retrieved from books and computers.	•	• To recognise that non-fiction books are often structured in different ways.	• To retrieve and record information from non-fiction texts, using titles, headings, sub-headings and indexes.	• 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 they have read.	• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.	• To retrieve, record and present information from non-fiction 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 or review.)