# BOROUGH GREEN PRIMARY SCHOOL
## Whole School Reading Progression

| TEXTS: Stories Poetry Information Other texts | Decoding and Word Reading: | Understanding and Retrieval: | Inference and Prediction: | Response to text: | Fluency and Performance: |
|---|---|---|---|---|---|
| Year R<br><br>Combination of reception and early learning goals | • To read individual letters by saying the sound for them<br>• To read some letter groups that each represent one sound and say sounds for them<br>• To say a sound for each letter in the alphabet and at least 10 digraphs<br>• To blend sounds into words, to read short words made up of known letter-sound correspondences<br>• To read words consistent with their phonic knowledge by sound blending<br>• To read simple phrases and sentences made up with words with known letter–sound correspondences and, where necessary, a few exception words<br>• To read aloud simple sentences that are consistent with their phonic knowledge, including some common exception words<br>• To read a few common exception words matched to the school's phonic programme | • To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary<br>• To compare and contrast characters from stories, including figures from the past<br>• To listen to and talk about stories to build familiarity and understanding<br>• Listen to and talk about selected non-fiction to develop new knowledge and vocabulary | • To anticipate – where appropriate – key events in stories<br>• To understand 'why?' questions<br>• To use pictures in texts which give clues.<br>• To offer explanations for why things might happen, using key vocabulary<br>• To guess what could happen next | • To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play<br>• To show pleasure in stories being read to them, engaging in storytimes<br>• To enjoy sharing poems and rhymes together<br>• To sometimes look at a book out of choice, rather than something else<br>• To begin to have favourite texts which they ask for repeatedly<br>• To pick a favourite character or a favourite story and maybe say why<br>• To sometimes read a familiar text aloud to themselves, remembering the words they have heard<br>• To know how the pictures relate to the story<br>• To point to parts of the text in answer to questions<br>• Ask relevant questions when being read to and during whole class discussions | • To re-read books consistent with their phonic knowledge to build up their confidence in word reading, their fluency and their understanding and enjoyment<br>• Read aloud simple sentences and books that are consistent with their phonic knowledge<br>• To know some familiar rhymes and songs by heart<br>• To match the modelled volume, intonation and tone when echo reading shared texts<br>• To repeat phrases when cued when using texts with predictable patterns<br>• To begin to use their voice to add to the meaning of a story, for example changing their expression to match the dialogue of a certain character<br>• To sing the alphabet<br>• To develop storylines in their pretend play.<br>• Use props and materials when role playing characters in stories. |

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| | • To read some common irregular words | | | | |
| Year 1 | • To apply phonic knowledge and skills to decode words<br>• To blend sounds in unfamiliar words using the GPCs that they have been taught<br>• To read words that contain the taught GPCs<br>• To read contractions e.g. I'm, I'll, we'll<br>• To read words containing. –s, -es, -ing, -ed and –est endings.<br>• To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes<br>• To read the common exception words for Year 1 | • To use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases, which locate information found explicitly in the text<br>• To talk about the title and how it relates to the events in the text<br>• To explain key facts about what is read to them from a variety of texts, including poems, non-fiction and stories<br>• To retrieve answers to simple literal *who, what, where, when, which, why* and *how* questions | • To discuss the significance of the title and events<br>• To make simple inferences when a book is read to them<br>• To predict what might happen next in a sequenced story, based on what has been read so far<br>• To begin to explain their understanding of what is read to them, beyond that which is explicitly stated<br>• To draw on what they already know or on background information and vocabulary provided by the teacher | • To listen to, share and discuss a wide range of high-quality books (poetry, picture books, stories, information texts), which are beyond those they can read by themselves, to develop a love of reading<br>• To listen to new words in texts read aloud to them, which broaden their vocabulary<br>• To talk about words they know or like<br>• To participate in discussion about the text, taking turns and listening to others<br>• To draw links between the text and some of their own experiences<br>• To be shown some ways to find information in non-fiction texts<br>• To discuss the significance of the title or events<br>• To learn to appreciate poems and rhymes, beginning to express reasons for preferences | • To recite some familiar complete rhymes and songs by heart<br>• To recognise and join in with predictable phrases<br>• To sound and blend unfamiliar printed words quickly and accurately using their phonemic knowledge and skills<br>• To read aloud, checking that it 'sounds right' and that the text makes sense to them<br>• To re-read favourite books to themselves, to gain confidence with word reading and fluency<br>• To accurately read texts that are consistent with their developing phonic knowledge |

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| Year 2 | • To apply phonic knowledge as the route to decode words until automatic decoding has become embedded and reading is fluent<br>• To recognise alternative sounds for graphemes, including words of two or more syllables which contain those graphemes<br>• To read accurately most words of two or more syllables<br>• To read most words containing common suffixes.<br>• To read most Year 1 and 2 common exception words | • To begin to scan for key words in the text order to locate answers<br>• To begin to analyse the wording of a question in order to choose what to look for<br>• To sometimes find answers where the question word does not match the text word<br>• To navigate different paragraphs of information texts, locating the most suitable paragraph (e.g. by reading subheadings or using other visual information, in order to retrieve solutions)<br>• To recognise simple recurring literary language<br>• To locate and discuss favourite words and phrases<br>• To read and recite a repertoire of poems including classical poetry<br>• To draw on vocabulary knowledge to understand texts and solve problems<br>• To check the text makes sense as they read. | • To make some inferences, answering 'how' and 'why' questions, which may reach beyond the text<br>• To guess feelings of characters and the reasons for these feelings, particularly when based on the child's personal experiences<br>• To predict what might happen next, on the basis of what has been read so far<br>• To explain their understanding of what is read to them, beyond that which is explicitly stated<br>• To learn about cause and effect (e.g. what has prompted a character's behaviour). | • To develop pleasure in reading by listening to, discussing and expressing views about a wide range of texts, including contemporary and classic poetry, stories and non-fiction at a level beyond their independent reading ability<br>• To participate in discussion about texts that are read to them and those they read for themselves, taking turns and listening to others<br>• To discuss the sequence of events in stories<br>• To retell events in a story orally, once it has become familiar<br>• To talk about how different items of information in non-fiction texts are related<br>• To recognise simple recurring literary language (e.g. once, long ago; far, far away; we shall have snow)<br>• To clarify the meaning of words, linking new meanings to known vocabulary<br>• To discuss favourite words / phrases | • To reread books to build up fluency and confidence in word reading<br>• To read aloud books that are matched closely to word reading knowledge, sounding out unfamiliar words accurately and automatically<br>• To continue to recite familiar poems by heart, building up a repertoire of poems<br>• To read most words quickly and accurately when they have been frequently encountered, without overt sounding and blending<br>• To check that the text makes sense to them as they read, and correct inaccurate reading<br>• To use expression appropriately to support the meaning of sentences, including those which use subordination<br>• To use appropriate intonation to make the meaning clear<br>• To read aloud books, sound out unknown words accurately and automatically<br>• To re-read books to build up fluency<br>• To  and confidence |

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| Year 3 | • To apply their growing knowledge of root words and prefixes, both to read aloud and to understand the meaning of new words they meet (including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto-)#<br>• To apply their growing knowledge of root words and suffixes, both to read aloud and to understand the meaning of new words they meet (including –ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, -cian)<br>• To decode quickly and accurately<br>• To begin to read common exception words from the Year 3-4 list | • To become more familiar with retrieving facts and information where question words and text language vary (i.e. where the literal answer is somewhat 'hidden' in the vocabulary used, they scan for alternative synonyms or phrases)<br>• To check the accuracy of what they are retrieving by reading around the words or phrases they find<br>• To locate and discuss words and phrases they find interesting<br>• To ask questions which improve their own understanding<br>• To retrieve and record information from non-fiction texts | • To identify themes across the text with support<br>• To draw inferences such as characters' feelings, thoughts and motives for their actions<br>• To begin to justify their inferences by locating textual evidence<br>• To predict what might happen from implied details or from other stories they know<br>• To justify predictions using evidence from the text | • To develop positive attitudes to reading and understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference/text books<br>• To participate in discussion about texts, sometimes listening to others<br>• To increase their familiarity with texts including fairy stories, myths and legends<br>• To retell some fairy stories, myths and legends orally<br>• To discuss words and phrases which capture their interest<br>• To begin to identify how language, structure and presentation contribute to meaning<br>• To express preferences for text type<br>• To use appropriate terminology when discussing texts<br>• To discuss authors' choice of words and phrases for effect | • To recite some poems (or songs) by heart, in groups and sometimes alone, building confidence and fluency<br>• To read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding, rather than on decoding individual words<br>• To read new words outside their spoken vocabulary, making a good guess at pronunciation<br>• To speak audibly when reading aloud, with growing fluency<br>• To prepare and perform poems with appropriate techniques (tone, intonation, volume) to show awareness of the audience when reading aloud |
| Year 4 | • To apply their growing knowledge of morphology, both to read aloud and to | • To develop reading retrieval skills, working across a wider range of text types with growing familiarity | • To identify themes across the text with growing confidence, gathering experience from texts | • To build positive attitudes to reading, by listening to and discussing a wide range of fiction, poetry, plays, non- | • To become independent, fluent and enthusiastic readers as decoding becomes more secure |

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| | • understand the meaning of new words they meet<br>• To become independent, fluent readers and to attempt to decode unfamiliar words with increasing speed and skill<br>• To read all of the Year 3-4 common exception words | • To work with texts of increasing length, to retrieve information across the whole text as well as at a local level.<br>• To skim a whole text first to select which paragraph or section of text an answer may be located in; they then scan the paragraph or section to retrieve the information they need, using the text to support their answer where necessary.<br>• To use organisational devices available within a non-fiction text to retrieve, record and discuss information | • To draw inferences, such as inferring characters' feelings, thoughts and motives for their actions<br>• To justify inferences with textual evidence<br>• To predict what might happen from implied details<br>• To justify predictions from details stated and implied | fiction and reference/text books<br>• To listen to others in discussions about books<br>• To develop their familiarity with texts including myths and legends, retelling some of these orally<br>• To discuss words and phrases which capture their interest with increasing awareness of authorial choice<br>• To identify how language, paragraph structure and layout contribute to meaning<br>• To discuss and compare texts from a wide variety of genres and authors<br>• To recognise and discuss some different forms of poetry | • To read words speedily by working out the pronunciation of unfamiliar printed words (decoding) and recognising familiar words<br>• To read with expression, using the punctuation to support meaning, including multi-clause sentences<br>• To recite whole poems with growing awareness of the audience<br>• To read for a range of purposes<br>• To prepare and perform poems and playscripts with appropriate techniques |
| Year 5 | *No direct teaching of word-reading skills is required for most children.*<br>• To work out any unfamiliar words by applying their growing knowledge of root words, prefixes and suffixes (including –sion, -tion, -cial, -tial, -ant, -ance, -ancy, -ent, -ence, -ency, -able, -ably, -ible, -ibly) | • To discuss their understanding and explore the meaning of words in context<br>• To ask questions which develop their understanding<br>• To retrieve key details and begin to find quotations from a whole text<br>• To locate the author's or poet's viewpoint, either | • To draw inferences independently, often justifying with textual evidence<br>• To make predictions from implied details, both before and after events<br>• To identify and discuss themes across a wide range of texts, both fiction, non-narrative and poetry | • To extend familiarity with texts to include modern fiction, fiction from our literary heritage and books from other cultures<br>• To build on their own and others' ideas during discussion<br>• To maintain positive attitudes to reading texts structured in | • To read aloud a wider range of age-appropriate poetry and other texts with accuracy and at a reasonable speaking pace<br>• To read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity<br>• To use a pace that is consistently conversational and |

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| | • To use contextual clues to recognise the meaning of new words<br>• To read some of the Year 5-6 common exception words | where it is explicitly stated, or when it can be retrieved through using similar words and phrases<br>• To understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus<br>• To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts. | • To summarise main ideas<br>• To make comparisons within and across texts, referring to both reference points | different ways for a range of purposes<br>• To make comparisons within and across texts during supported discussion<br>• To distinguish between fact and opinion with guidance<br>• To discuss and evaluate how authors use language, considering the impact on the reader<br>• To begin to understand figurative language e.g. metaphor, personification<br>• To recommend texts to their peers | appropriate for the nature of the text |

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| Year 6 | *No direct teaching of word-reading skills is required for most children.*<br><br>• To apply their growing knowledge of root prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet<br>• To read all of the Year 5-6 common exception words | • To maintain focus on the subject, during text-discussion, using notes when necessary<br>• To independently locate information and provide reasoned justifications for their views<br>• To routinely find accurate quotations from a whole text<br>• To retrieve and summarise details to support opinions and predictions<br>• To use skimming, scanning and text-marking to support answers to questions which require analysis and to support own viewpoint<br>• To use non-fiction texts for purposeful information retrieval | • To draw hidden inferences with confidence, fluency and independence, justifying with textual evidence, including quotations, which illustrate opinions<br>• To make reasoned predictions from implied details<br>• To identify and discuss themes across a wide range of texts<br>• To summarise main ideas across whole texts<br>• To make comparisons within and across texts, using evaluative skills | • To participate in discussion about books that are read to them and those they read independently with confidence and familiarity, building on their own and others' ideas and challenging others' views courteously<br>• To discuss and evaluate how authors use language, talking readily about the effect of words and phrases on the reader<br>• To identify and talk about figurative language and its impact<br>• To distinguish between fact and opinion<br>• To explain and discuss their understanding of what they have read, expressing their point of view<br>• To provide reasoned justification for views<br>• To recognise more complex themes<br>• To be aware of different accounts of the same event | • To read age-appropriate texts fluently and with confidence<br>• To learn and recite a wider range of poetry, sometimes by heart<br>• To read aloud and perform poems and plays, showing understanding through intonation, tone and volume so that the meaning is clear to the audience<br>• To use a pace that is consistently conversational and appropriate for the nature of the text<br>• To pay attention to intonation and pauses at punctuation consistently and accurately |