

# Oakhill Primary School Reading Progression



Strands	EYFS	Y1	Y2	Y3	Y4	Y5	Y6	Key Stage 3
<b>WORD READING</b>	<ul style="list-style-type: none"> <li>• ELG - They use phonic knowledge to decode regular words and read them aloud accurately</li> <li>• ELG - read some common irregular words</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words</li> <li>• Respond speedily with the correct sound to graphemes for all 40+ phonemes</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>• Read common exception words</li> <li>• Read words containing taught GPC's and -s, -es, -ing, -ed, -er and -est endings</li> <li>• Read other words of more than one syllable that contain taught GPCs</li> <li>• Read word with contractions and understand that the apostrophe represents the omitted letters</li> <li>• Read aloud accurately books that are consistent with</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• read words containing common prefixes</li> <li>• read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• read most words quickly and accurately, without overt</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>• Confidently test the pronunciation of new words, this may not always be correct.</li> <li>• Read independently at length and with enjoyment texts appropriate for Y3 age group.</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> <li>• Reads longer texts with sustained concentration</li> <li>• Read independently at length and with enjoyment texts appropriate for age group.</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• Read more independently at length and with enjoyment texts appropriate for age group</li> <li>• Read fluently and with expression adjusting tone of voice where necessary</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• Reads fluently, using a range of punctuation to establish meaning and inform intonation.</li> <li>• Has stamina to tackle initially challenging texts.</li> <li>• Read age-appropriate books with confidence and fluency independently at length and with enjoyment</li> </ul>	

		their developing phonic knowledge <ul style="list-style-type: none"> <li>Re-read these books to build up their fluency and confidence in word reading</li> </ul>	sounding and blending, when they have been frequently encountered <ul style="list-style-type: none"> <li>read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>re-read these books to build up their fluency and confidence in word reading</li> </ul>					
COMPREHENSION		<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>*listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>*being encouraged to link what they read or hear read to their own experiences</li> <li>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognising and joining in with predictable phrases</li> <li>*learning to appreciate rhymes and poems, and to recite some by heart</li> <li>*discussing words meaning, linking new</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop pleasure in reading, motivation to read, vocabulary and understanding by:               <ul style="list-style-type: none"> <li>*listening to and 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</li> <li>*discussing the sequence of events in books and how items of information are related</li> <li>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>*being introduced to non-fiction books that are structured in different ways</li> <li>*recognising simple recurring literary language in stories and poetry</li> <li>*discussing and clarifying the meanings</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*using dictionaries to check the meaning of words that they have read</li> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying theme and conventions in a wide range of books</li> <li>*preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*discussing words and phrases that capture the reader's interest and imagination</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Develop positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*using dictionaries to check the meaning of words that they have read</li> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying theme and conventions in a wide range of books</li> <li>*preparing poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*increasing 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</li> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Maintain positive attitudes to reading and understanding of what they read by:               <ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*increasing 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</li> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> </ul> </li> </ul>	

		<p>meanings to those already known</p> <ul style="list-style-type: none"> <li>Understand both the books they can already read accurately and fluently and those they listen to by:</li> </ul> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>*discussing the significance of the title and events</p> <p>*making inferences on the basis of what is being said and done</p> <p>*predicting what might happen on the basis of what has been read so far</p> <ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>Explain clearly their understanding of what is read to them</li> </ul>	<p>of words, linking new leanings to known vocabulary</p> <p>*discussing their favourite words and phrases</p> <p>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <ul style="list-style-type: none"> <li>Understand both the books that they can already read accurately and fluently and those that they listen to by:</li> </ul> <p>*drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>*checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>*making inferences on the basis of what is being said and done</p> <p>*answering and asking questions</p> <p>*predicting what might happen on the basis of what has been read so far</p> <ul style="list-style-type: none"> <li>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</li> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and</li> </ul>	<p>*recognising some different forms of poetry</p> <ul style="list-style-type: none"> <li>Understand what they read, in books they can read independently, by:</li> </ul> <p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p> <p>*drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*predicting what might happen from details stated and implied</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these</p> <p>*identifying how language, structure, and presentation contribute to meaning</p> <ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction</li> <li>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</li> </ul>	<p>*discussing words and phrases that capture the reader's interest and imagination</p> <p>*recognising some different forms of poetry</p> <ul style="list-style-type: none"> <li>Understand what they read, in books they can read independently, by:</li> </ul> <p>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>*asking questions to improve their understanding of a text</p> <p>*drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*predicting what might happen from details stated and implied</p> <p>*identifying main ideas drawn from more than one paragraph and summarising these</p> <p>*identifying how language, structure, and presentation contribute to meaning</p> <ul style="list-style-type: none"> <li>Retrieve and record information from non-fiction</li> </ul> <p>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</p>	<p>*identifying and discussing themes and conventions in and across a wide range of writing</p> <p>*making comparisons within and across books</p> <p>*learning a wider range of poetry by heart</p> <p>*preparing poems and play to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience</p> <ul style="list-style-type: none"> <li>Understand what they read by:</li> </ul> <p>*checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>*drawing inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*predicting what might happen from details stated and implied</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>*identifying how language, structure and presentation contribute to meaning</p> <ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative</li> </ul>	<p>*identifying and discussing themes and conventions in and across a wide range of writing</p> <p>*making comparisons within and across books</p> <p>*learning a wider range of poetry by heart</p> <p>*preparing poems and play to read aloud and to perform, showing understanding through intonation, tone and volume so that meaning is clear to an audience</p> <ul style="list-style-type: none"> <li>Understand what they read by:</li> </ul> <p>*checking the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>*drawing inferences such as character feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>*predicting what might happen from details stated and implied</p> <p>*summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>*identifying how language, structure and presentation contribute to meaning</p> <ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including figurative</li> </ul>	
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			those that they read for themselves			<div>language, considering the impact on the reader</div> <ul style="list-style-type: none"><li>• Distinguish between statements of fact and opinion</li><li>• Retrieve, record and present information from non-fiction</li><li>• 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</li><li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on topic and using notes where necessary</li><li>• Provide reasoned justifications for their views</li></ul>	<div>language, considering the impact on the reader</div> <ul style="list-style-type: none"><li>• Distinguish between statements of fact and opinion</li><li>• Retrieve, record and present information from non-fiction</li><li>• 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</li><li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on topic and using notes where necessary</li><li>• Provide reasoned justifications for their views</li></ul>	
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<b>COMPREHENSION</b> <b>– Understanding</b> <b>and correcting</b> <b>inaccuracies</b>	<ul style="list-style-type: none"> <li>• <i>ELG - demonstrate understanding when talking with others about what they have read</i></li> <li>• <i>Read and understand simple sentences</i></li> <li>• </li> </ul>		<ul style="list-style-type: none"> <li>• <i>Respond in full sentences when commenting on a text using key words from the question</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Recognise the functions of punctuation when reading</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Uses punctuation more frequently to establish meaning</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Checks their understanding to make sure that what they have read makes sense</i></li> </ul>
<b>COMPREHENSION – Comparing, contrasting and commenting</b>	<ul style="list-style-type: none"> <li>• <i>67months - Describes in own words what they have read in a non-fiction or fiction text.</i></li> </ul>		<ul style="list-style-type: none"> <li>• <i>Discuss key characters and events</i></li> <li>• <i>Respond in full sentences when commenting on a text</i></li> <li>• <i>Can talk confidently about preferences and is beginning to develop some favourite authors, poems or genres</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Understand a range of plot structures and can make simple comparisons</i></li> <li>• <i>Discuss and express views about a range of poems, stories and non-fiction texts</i></li> <li>• <i>Show understanding of main points and make reference to the text</i></li> <li>• <i>Begin to use technical language when finding evidence: adjective, adverb, simile</i></li> <li>• <i>Recognise themes within stories such as good vs evil/ magical devices in fairy tales.</i></li> <li>• <i>Discuss different character types</i></li> <li>• <i>Explain personal preferences for a text</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Distinguish between fact and opinion in own texts and increasingly in the curriculum</i></li> <li>• <i>Participate increasingly confidently in discussions about books read to them or those they can read for themselves</i></li> <li>• <i>Justifies opinions and elaborates through use of text</i></li> <li>• <i>Begins to discuss the shades of meaning (words that can describe what we are thinking or feeling) which can denote mood or build tension</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Confidently discuss the shades of meaning (they help us to see which words show a stronger meaning) which can denote mood or build tension</i></li> <li>• <i>Explain reasons for a personal response to a text</i></li> <li>• <i>Comment on the use of figurative language to create an effect</i></li> <li>• <i>Take part in more independent peer discussions about a text</i></li> <li>• <i>Begin to make critical comparisons between texts for example is one text more effective in giving information</i></li> <li>• <i>Discusses messages, moods, feelings and attitudes</i></li> <li>• <i>Sustains discussions about characters and their motives</i></li> <li>• <i>Discuss how plot complications are resolved</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Begin to evaluate how the author has conveyed different viewpoints, characters, and structured plots for effect.</i></li> <li>• <i>Discuss fact and opinion across a variety of texts</i></li> <li>• <i>Summarise main ideas, identifying key details and using quotations for illustration</i></li> <li>• <i>Make comparisons within and across books</i></li> <li>• <i>Make in depth critical comparisons to inform my viewpoints and opinions around the effectiveness of different texts.</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Re-reading books encountered earlier to increase familiarity and provide the basis for making comparisons</i></li> <li>• <i>Knowing the purpose, audience for and context of the writing and drawing on this knowledge to support comprehension</i></li> <li>• <i>Studying setting, plot, and characterisation, and the effect of these</i></li> <li>• <i>Making critical comparisons across texts</i></li> <li>• <i>Studying a range of authors, including at least two authors in depth each year</i></li> </ul>

## COMPREHENSION – Words in context and authorial choice

<ul style="list-style-type: none"> <li>67months - Uses phonic, semantic and syntactic knowledge to read phonically regular words of more than one syllable as well as many irregular, but high frequency words, to understand unfamiliar vocabulary.</li> </ul>		<ul style="list-style-type: none"> <li>Discuss and comment upon language choices made by the author</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and clarify the meaning of words linking new meanings to vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Begin to comment on authors use of language</li> <li>Use technical vocabulary more confidently: adjective, adverb, simile</li> <li>Extend identification of techniques to include metaphors, repetition, imagery and figurative language</li> <li>Interpret the effect of words and phrases for example to create humour</li> <li>Use contextual knowledge to determine meaning</li> </ul>	<ul style="list-style-type: none"> <li>Routinely allude to a range of technical language including metaphors, repetition, exaggeration</li> <li>Able to explain why an author has used a device eg. simile, metaphor</li> <li>Understand and evaluate how authors use figurative language to create different effects</li> </ul>	<ul style="list-style-type: none"> <li>Develop understanding of how authors use figurative language to create different effects.</li> <li>Work out the meaning of words from the context</li> <li>Evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>Able to explain author's point of view with explicit textual evidence.</li> <li>Describes, with examples, how the author has chosen a range of vocabulary to convey different messages, moods, feelings and attitudes.</li> <li>Knows why the author has encouraged the reader to empathise with the character, or a particular viewpoint or an opinion.</li> <li>Evaluate different text plots by the same author or different for composition and effect/impact on the reader.</li> </ul>	<ul style="list-style-type: none"> <li>Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context</li> <li>Knowing how language, including figurative language, vocabulary choice and grammar presents meaning</li> </ul>
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<p><b>COMPREHENSION -</b> Inference and prediction</p>		<ul style="list-style-type: none"> <li>Answer simple literal and inference questions when prompted by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>To answer literal retrieval and inference questions</li> <li>Make predictions of events within a text and explain reasons for choices</li> </ul>				<ul style="list-style-type: none"> <li>Explores the text to support and justify predictions and opinions (Point + Evidence + Explanation + Evaluation)</li> </ul>	<ul style="list-style-type: none"> <li>Understand increasingly challenging texts by making inferences and referring to evidence in the text</li> </ul>
<p><b>COMPREHENSION – Poetry and performance</b></p>		<ul style="list-style-type: none"> <li>Becomes familiar with the retelling of simple stories using key language from the text</li> </ul>	<ul style="list-style-type: none"> <li>Begins to use expression taking in account punctuation e.g speech marks, exclamation marks</li> </ul>	<ul style="list-style-type: none"> <li>Use appropriate intonation and expression</li> <li>Becomes increasingly familiar with retelling a wide range of stories</li> <li>Read expressively</li> </ul>	<ul style="list-style-type: none"> <li>Reads expressively using clues from the text to decide ‘voice’/ expression</li> <li>Increasingly uses punctuation to read sentences effectively</li> </ul>	<ul style="list-style-type: none"> <li>Reads expressively using clues from the text to decide ‘voice’/ expression</li> <li>Identify and describe the styles of individual writers and poets</li> </ul>	<ul style="list-style-type: none"> <li>Identifies the style of individual writers and poets and provide examples from a range of texts</li> <li>Reads fluently and is responsive to more sophisticated punctuation eg. Brackets / semi-colon.</li> <li>Use connectives as signposts to indicate a change of tone.</li> <li>Read aloud with intonation that shows understanding</li> <li>Comment on different features of language used in poems and prose (for example dialect) such as abbreviations and colloquialisms</li> </ul>	<ul style="list-style-type: none"> <li>Read increasingly challenging material independently through English literature including: prose, poetry and drama, and Shakespeare (two plays)</li> <li>Recognising a range of poetic conventions and understanding how these have been used</li> <li>Understanding how the work of dramatists is communicated effectively through performance and how alternative staging allows for different interpretations of a play</li> <li>Spoken English – improvising, rehearsing and performing play scripts and poetry in order to generate</li> </ul>

								<i>language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact</i>
<b>COMPREHENSION – Non-fiction</b>		<ul style="list-style-type: none"> <li>Understands the difference between fiction and non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>Discuss key features of simple non-fiction texts</li> <li>Use indexes and glossaries with growing confidence</li> <li>Beginning to develop the knowledge of where to find key information within a text</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve information from non-fiction texts using knowledge of organisational features</li> <li>Use language such as contents, subheading to describe non-fiction texts</li> </ul>	<ul style="list-style-type: none"> <li>Begin to use information from encyclopaedias and online sources to strengthen subject knowledge</li> <li>Scans indexes to find information quickly</li> <li>Routinely use non-fiction texts to extract information across the curriculum.</li> <li>Explain the purpose of layout/organisation in non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Use language features of a range of non-fiction text-types to support understanding</li> <li>Secure use of skimming, scanning and text-marking so that research is fast and effective</li> <li>Compare how different sources treat the same information</li> </ul>		<ul style="list-style-type: none"> <li>Read increasingly challenging material and a wide range of non-fiction</li> <li>Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of dictionaries</li> <li>Knowing how text structure and organisational features presents meaning</li> </ul>