

## English: Reading Progression Grid

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<p><b>Pupils can:</b> Understand the five key concepts about print:</p> <p>print has meaning;</p> <p>print can have different purposes;</p> <p>we read English text from left to right and from top to bottom;</p> <p>the names of the different parts of a book;</p> <p>page sequencing</p> <p>Recognise words with</p>	<p><b>Pupils can:</b> Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read a few common exception words matched to the school’s phonic programme.</p> <p>Read simple phrases and sentences made up of words with</p>	<p><b>Pupils can:</b> Check that the text makes sense as they read e.g. self-correction.</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p>	<p><b>Pupils can:</b> Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing</p>	<p><b>Pupils can:</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><b>Pupils can:</b> Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p><b>Pupils can:</b> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>	<p><b>Pupils can:</b> Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>



	<p>the same initial sound.</p>	<p>known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions: e.g. I’m, I’ll, we’ll, and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with</p>	<p>common suffixes.</p> <p>Read further common exception words, noting unusual correspondence between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and</p>				
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			<p>their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	confidence in word reading.				
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Comprehension: Retelling and Retrieval</b>	<p><b>Pupils can:</b> Enjoy listening to longer stories and can remember much of what happens.</p>	<p><b>Pupils can:</b> Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p>	<p><b>Pupils can:</b> Simple points from familiar texts are identified and discussed.</p> <p>Discuss new vocabulary and link meanings to what is already known</p>	<p><b>Pupils can:</b> Use evidence including quotations from or references to text.</p> <p>Recall straightforward information.</p> <p>Be able to answer and ask questions by locating information in texts.</p> <p>Discuss sequence of events in stories.</p>	<p><b>Pupils can:</b> Be able to explain the meaning of words in context.</p> <p>Be able to locate key information for a purpose.</p> <p>Ask questions to improve understanding.</p> <p>Identify the main ideas from more than one paragraph.</p>	<p><b>Pupils can:</b> Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions.</p> <p>Be able to locate key information efficiently, for a purpose.</p> <p>Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation,</p>	<p><b>Pupils can:</b> Ask questions in order to interrogate the text.</p> <p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>Re-read to check new meaning in context.</p>	<p>Clearly identify the most relevant points, including those selected from different places in the text.</p> <p>Make comments generally supported by relevant textual reference or quotation.</p> <p>Summarise the main ideas and, drawing from more than one paragraph, identify key details.</p>



				<p>Simple, most obvious points identified.</p> <p>Work out meanings of some new vocabulary from context and knowledge.</p>		<p>tone, volume and action.</p> <p>Ask questions to improve their understanding of a text.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>		
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Comprehension: Inference</b>	<b>Pupils can:</b>	<b>Pupils can:</b>	<p><b>Pupils can:</b> Link what they read or hear read to their own experiences</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p><b>Pupils can:</b> Use personal experience to connect with texts.</p> <p>Make plausible predictions based on reading of text.</p> <p>Make plausible inferences based on a single point of reference in the text.</p>	<p><b>Pupils can:</b> Make predictions based on what is stated and implied.</p> <p>Infer characters' feelings, thoughts and motives from their actions.</p> <p>Begin to understand what the writer is implying in a text.</p> <p>Predict what might happen from details stated and attempt to predict from details implied.</p>	<p><b>Pupils can:</b> Infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>Understand the difference between what is written and what is implied in a text.</p> <p>Predict what might happen from both details stated and those implied.</p>	<p><b>Pupils can:</b> Make comparisons within and across texts.</p> <p>Summarise main ideas from more than one paragraph, identifying key details that support the main ideas.</p> <p>Make inferences based on textual evidence e.g. read between the lines and find evidence for the interpretation. Explain inferred meanings drawing on</p>	<p><b>Pupils can:</b> Some explanation of how context contributes to meaning.</p> <p>Distinguish between fact and opinion.</p> <p>Make inferences based on textual evidence e.g. read between the lines and find evidence for the interpretation.</p> <p>Provide explanations of inferred meanings drawing on evidence across the text/s.</p>



			Use role play to identify with characters and make inferences on the basis of what is being said and done.		Identify main ideas from more than one paragraph e.g. use evidence from across a text to explain events and/or ideas.	Identify main ideas drawn from more than one paragraph and summarise these e.g. use evidence from across a text to explain events.	evidence across the text.  Predict from details stated and implied and modify predictions in the light of new evidence.  Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them.	Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied.  Make structured responses by stating the point, finding evidence and explaining ideas.  Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them.
	<b>Nursery</b>	<b>Reception</b>	<b>Year 1</b>	<b>Year 2</b>	<b>Year 3</b>	<b>Year 4</b>	<b>Year 5</b>	<b>Year 6</b>
<b>Comprehension: Structure and Organisation</b>	<b>Pupils can:</b> Spot and suggest rhymes.  Count or clap syllables in a word.	<b>Pupils can:</b> Engage in non-fiction books.	<b>Pupils can:</b> Discuss the significance of simple text features.  Identify features of familiar texts.  Make connections between texts.	<b>Pupils can:</b> Understand that non-fiction texts are structured in different ways.  Identify some familiar patterns of language e.g. first, next.  Recognise recurring literary language.	<b>Pupils can:</b> Discuss and identify how structure and presentation contribute to meaning.	<b>Pupils can:</b> Identify how structure and presentation contribute to meaning.  Comment upon the usefulness of diagrams, photos, subheadings.	<b>Pupils can:</b> Make comparisons within and across texts identifying some themes and conventions.  Identify and discuss the significance of texts that are structured in different ways and	<b>Pupils can:</b> Make comparisons within and across texts discussing themes.  Identify and comment on features common to different texts or versions of the same text.



							for different purposes.	Clearly identify various features relating to organisation at text level, including form, with some explanation.
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<b>Comprehension: Authorial Intent</b>	<p><b>Pupils can:</b> Engage in extended conversations about stories, learning new vocabulary.</p>	<p><b>Pupils can:</b> Engage in story times.  Listen to and talk about stories to build familiarity and understanding.</p>	<p><b>Pupils can:</b> Express personal responses, including likes and dislikes; give some reasons linked to own experiences.  Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases.  Discuss word meanings, linking new meanings to those already known.  Try out the language they have listened to.</p>	<p><b>Pupils can:</b> Express personal responses, including likes and dislikes with reasons.  Show some awareness that writers have viewpoints.  Comment on language choices.  Recognise patterns of literary language.  Work out meanings of new vocabulary from context.</p>	<p><b>Pupils can:</b> Express personal responses to fiction, non-fiction and poetry.  Understand how language in different texts appeals to readers.  Identify features that writers use to provoke readers' reactions e.g. descriptive and emotive language.  Understand how writers use figurative and expressive language to create images and atmosphere.  Discuss how language is used to</p>	<p><b>Pupils can:</b> Express personal responses to fiction, non-fiction and poetry.  Express personal opinion of writer's viewpoint and effect on the reader.  Recognise different forms of poetry. Comment on how writers use conventions to engage the reader.  Identify words or phrases that capture their interest and imagination.  Discuss how shades of meaning can affect understanding.</p>	<p><b>Pupils can:</b> Express personal opinions about a wide range of texts.  Understand how writers use language for comic and dramatic effect.  Understand how word meanings change when used in different contexts.  Recognise rhetorical devices e.g. those used to argue, persuade, mislead and sway the reader.  Recognise nuances in vocabulary choices</p>	<p>Comment on the differences in author viewpoint of the same event e.g. fictional and factual accounts of the Spanish Armada.  Comment on structural choices showing some general awareness of authors' craft.  Evaluate the impact of figurative language including its effect on the reader.  Understand and use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect.</p>



			Comment on obvious features of language e.g. rhymes and refrains, significant words and phrases.		create emphasis, humour, atmosphere or suspense.	Explore the origins of words within texts read.  Demonstrate understanding of figurative language e.g. in discussion, children find examples and comment on impact.		
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<b>Comprehension: Audience and Purpose</b>	<b>Pupils can:</b>	<b>Pupils can:</b> Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	<b>Pupils can:</b> Begin to understand how written language can be structured in order e.g. to build surprise in narratives or to present facts in non-fiction.	<b>Pupils can:</b> Recognise the main purpose of text.  Identify similarities and differences between fiction and non-fiction.	<b>Pupils can:</b> Identify the main purpose of texts.  Identify author viewpoint with reference to text.	<b>Pupils can:</b> Identify and explain the main purpose of texts in relation to the reader.  Express personal opinion of writer's viewpoint and effect on the reader.  Identify themes in a wide range of texts.	<b>Pupils can:</b> Identify purpose and viewpoint of texts.  Express personal opinions about a wide range of texts.  Identify and discuss the significance of texts that are structured in different ways and for different purposes.	<b>Pupils can:</b> Identify the main purpose and viewpoint within and across genres and overall effect on the reader.  Evaluate how authors use language and its effect on the reader.  Understand and use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect.



	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading for Pleasure</b>	Engage in extended conversations about stories, learning new vocabulary.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: 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.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Develop pleasure in reading, motivation to read; vocabulary and understanding by: discussing their favourite words</p>	<p>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 books or textbooks. Develop positive attitudes to reading and understanding of what they read by: reading books that are structured in different ways and reading for a range of purposes.</p> <p>Develop positive attitudes to reading and understanding of what they read by: increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</p>	<p>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 books or textbooks.</p> <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>Maintain positive attitudes to reading and understanding of what they read by: continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what they read by: making comparisons within and across books.</p> <p>Maintain positive attitudes to reading and understanding of what they read by: recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Participate in</p>	<p>Maintain positive attitudes to reading and understanding of what they read by: 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.</p> <p>Maintain positive attitudes to reading and understanding of what they read by: learning a wider range of poetry by heart.</p>





Excellence for All

				and phrases.  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.			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.	
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