Elmhurst Primary School

Reading Progression Document

End of Early Years Beginning of Reception		Pupils hold books the right way up and turn pages, knowing that text runs from left to right and top downwards in English.
		Pupils handle books carefully and show curiosity about books.
		Pupils begin to distinguish between sounds in words and explore and experiment with sounds and words.
		Pupils recognise familiar words and signs such as their own name and other common words.
		Pupils identify initial sounds in words and identify objects that begin with the same sound (e.g. tiger, table).
		Pupils retell simple events in a story.
		Pupils listen attentively to stories as they are read aloud to them.
		Pupils gain some meaning from simple texts using illustrations.

Reception	Decoding/Reading Aloud	Reading Behaviour	Retrieval	Exploring and evaluating the author's language and viewpoint	Text structure and themes	Deduction and inference
By the end of Reception, pupils…	distinguish between a word, a letter and a space	express likes and dislikes about familiar texts	can sequence important parts of a known story	recognise repeated patterns in stories (language, phrases, rhymes, alliteration)	know what the terms book, cover, beginning, middle, end, page, word, letter, line mean	can use illustrations to discuss what is happening in a text and to predict what might happen next
	sound and blend VC and CVC words including double letters (e.g. bell) automatically	handle books correctly (including turning pages, knowing the direction of text and taking care of books)	retell familiar stories with growing confidence			use words and illustrations to gain meaning from texts
	read almost all of the YR high frequency words	listen attentively to stories read to them	answer simple, literal questions with support			begin to make predictions based on the title, text, blurb or illustrations
	recognise a full stop		talk about main points or key events in simple texts			
	begin to blend adjacent consonants (CVCC, CCVC)					
	read words with consonant digraphs (e.g. ch, sh, th, ng)					
	read words with some vowel digraphs (e.g. igh, oo, oa, ai, ee)					
	read aloud showing understanding of full stops					

End of Reception Beginning of Year 1		Pupils handle books correctly.
		Pupils listen attentively to texts that are read to them.
		Pupils talk about familiar stories confidently and can retell them in sequence.
		Pupils gain meaning from texts using words and illustrations, answering simple questions about texts.
		Pupils read most CVC words automatically and sound and blend words containing taught sounds.
		Pupils make simple predictions about stories.

End of Reception		Pupils handle books correctly.
		Pupils listen attentively to texts that are read to them.
		Pupils talk about familiar stories confidently and can retell them in sequence.
Beginning of Year 1		Pupils gain meaning from texts using words and illustrations, answering simple questions about texts.
		Pupils read most CVC words automatically and sound and blend words containing taught sounds.
		Pupils make simple predictions about stories.

Year 1	Decoding/Reading Aloud	Reading Behaviour	Retrieval	Exploring and evaluating the author's language and viewpoint	Text structure and themes	Deduction and inference
By the end of Year 1, pupils…	read using their phonic knowledge and skills to decode words	listen to, begin to discuss and express views about a wide range poetry, stories and non-fiction which are read to them	retell well-known stories in sequence (significant events)	begin to recognise simple recurring literary language in stories and poetry	have an awareness of non-fiction books that are structured in different ways	make plausible predictions about the characters of unknown stories using their knowledge of the story and their own experiences
	read accurately by blending the sounds in words	talk about texts, expressing their opinions about what they like and dislike in stories, poems and non-fiction texts	answer simple questions and find information in response to questions about a text	discuss their favourite words and phrases	recognise a range of patterns in stories, poems and non-fiction texts (familiar story openings, layout features)	express opinions about main characters and events in stories
	read words of two or more syllables containing known graphemes	become familiar with and retell a range of stories	retell unfamiliar stories, giving the main events (beginning, middle and end)	notice unfamiliar and interesting words	begin to distinguish between fiction and non-fiction	comment on obvious characteristics and actions of characters in stories
	read words containing common suffixes (e.g. -ing, -ed,-ful, -y)	begin to make connections between texts and their own personal experiences	locate specific information on a given page in response to a question		discuss how items of information are related in a non-fiction text	use growing vocabulary to establish meaning when reading aloud
	read some common exception words including some of the Y1/2 list	ask and answer questions about a text as they read				
	read most familiar words quickly and accurately	re-read books to build up fluency and confidence in word reading				
	read contracted forms of some words	choose books from a selection and begin to explain their preferences				
	blend adjacent consonants in words in a range of combinations (e.g. CVCC, CCVC, CCVCC, CCCVC, CCCVCC)					
	read aloud showing some awareness of punctuation					
	develop an awareness of when reading doesn't make sense, and begin to correct their reading					
	begin to build up a repertoire of poems learnt by heart					

End of Year 1		Pupils use a wide range of phonic knowledge to decode and blend unfamiliar words.
		Pupils read most common exception words (e.g. he, they, I, the, were, are, so, do, was etc).
Beginning of Year 2		Pupils read an increasing quantity of words automatically and fluently.
		Pupils talk about texts by retelling stories, predicting events, answering simple literal questions and expressing basic opinions.

End of Year 1	Pupils use a wide range of phonic knowledge to decode and blend unfamiliar words.
	Pupils read most common exception words (e.g. he, they, I, the, were, are, so, do, was etc).
Beginning of Year 2	Pupils read an increasing quantity of words automatically and fluently.
	Pupils talk about texts by retelling stories, predicting events, answering simple literal questions and expressing basic opinions.

Year 2 By the end of Year 2, pupils…	Decoding/Reading Aloud	Reading Behaviour	Retrieval	Exploring and evaluating the author's language and viewpoint	Text structure and themes	Deduction and inference
	read using their phonic knowledge and skills to decode words	listen to, discuss and express views about a wide range poetry, stories and non-fiction which are read to them	discuss the sequence of events in books and how items of information are related (e.g. cause and effect, patterns in story)	recognise simple recurring literary language in stories and poetry	are familiar with books that are structured in different ways	begin to use contextual clues to clarify the meanings of new words (using suffixes/root words/pictures)
	read words of two or more syllables accurately containing known graphemes	are increasingly familiar with and are able to retell a wide range of stories, fairy stories and traditional tales.	can locate specific information from non-fiction texts using the layout to help (e.g. contents page, index)	discuss their favourite words and phrases in a text	can recognise patterns in texts (e.g. poems, story openings, use of repetition)	make predictions about what might happen next using a range of clues (book title, blurb and personal experience)
	read words with common suffixes and contractions	talk about texts that they have read, or that have been read to them, taking turns and listening to others' opinions	can summarise a story giving the main points in sequence	discuss how different words and phrases affect meaning, including some literary techniques (e.g. repetition and alliteration)	recognise simple common features of non-fiction texts	provide simple explanations for events, sometimes using clues in the story
	read all high frequency words up to and including the Y1/2 word list	ask themselves simple questions as they read to deepen their understanding of the text	can find answers to questions (written and oral) after reading a text		can identify similarities and differences between texts in terms of characters, settings and simple themes.	begin to read between the lines in a story to find reasons to discuss thoughts, feelings and actions.
	read most words quickly and accurately, without overt sounding and blending	make connections between texts and their own personal experiences			can distinguish between fiction and non-fiction	
	identify when reading doesn't make sense, self-correcitng in order to make sense of it.	re-read books to build up fluency and confidence in word reading				
	decode automatically so that greater attention can be paid to gaining meaning from texts					
	read aloud with punctuation (. ? !) and some expression					
	continue to build a repertoire of learnt poems, beginning to recite some using appropriate intonation					

End of Year 2	Pupils read most words fluently and accurately without the need for decoding and blending.
	Pupils read aloud with some expression, taking basic punctuation into account.
	Pupils identify when reading doesn't make sense and attempt to try again in order to gain meaning from a text.
	Pupils gain meaning from texts through a widening vocabulary.
Beginning of Year 3	Pupils make predictions about texts.
	Pupils summarise a story clearly in sequence.
	Pupils know the difference between fiction and non-fiction.

| End of Year 2

Beginning of Year 3		Pupils read most words fluently and accurately without the need for decoding and blending.
		Pupils read aloud with some expression, taking basic punctuation into account.
		Pupils identify when reading doesn't make sense and attempt to try again in order to gain meaning from a text.
		Pupils gain meaning from texts through a widening vocabulary.
		Pupils make predictions about texts.
		Pupils summarise a story clearly in sequence.
		Pupils know the difference between fiction and non-fiction.

Year 3

By the end of Year 3, pupils…

Decoding/Reading Aloud	Reading Behaviour	Retrieval	Exploring and evaluating the author's language and viewpoint	Text structure and themes	Deduction and inference
begin to apply their knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	begin to skim read texts to gather main ideas of a text	identify author's choice of language to create images and to build tension	begin to use knowledge of text structure to locate information (headings/paragraphs)	make plausible predictions about what might happen from clues in the text based on personal experience or clues in a text
can read all of the Year 1/2 exception words and some of the Year 3/4 exception words	read books that are structured in different ways and read for a range of purposes	summarise the main points in a text	identify the language the author has chosen to capture the reader's interest	understand the purposes of paragraphs and chapters	explain how and why main chracters act using evidence from the text
read aloud fairly fluently showing understanding through expression and intonation, taking punctuation into account (inc. some commas and inverted commas)	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.	begin to scan texts to find specific information	choose favourite words and phrases from texts and justify their opinions	identify some differences between the features of non-fiction text types	explore potential meanings of unfamiliar words based on the context
read independently using a range of strategies e.g. self-correcting, clarifying, summarising, using dictionaries to help them understand the text	discuss books that are read to them and those they can read for themselves, including the works of established authors taking turns and listening to what others say	quote directly from the text to answer simple questions		identify some straightforward underlying themes in a text	identify reasons for actions and events based on evidence in the text
prepare poems and play scripts to read aloud and to perform, beginning to show understanding through intonation, tone, volume and action	begin to use dictionaries to check the meaning of words that they have read	can use their knowledge of the alphabet to locate information in non-fiction texts			begin to empathise with different characters to explain how they are acting or feeling
	begin to ask themselves questions to improve their understanding of a text	begin to use text marking techniques to support retrieval			begin to use clues from action, description and dialogue to establish meaning
	make choices about which texts to read, expressing preferences and making comparisons				begin to work out the meaning of unfamiliar words from the context
	check that texts make sense to them as they read and discuss their understanding				

| End of Year 3

Beginning of Year 4		Pupils use a range of strategies to establish meaning from texts.
		Pupils read aloud with intonation and expression, taking into account most punctuation and dialogue.
		Pupils offer explanations and opinions using evidence from the text.
		Pupils identify some aspects of author's intent (e.g. structure/language choices).
		Pupils identify a range of non-fiction text types and purpose.

End of Year 3 / Beginning of Year 4	
	Pupils use a range of strategies to establish meaning from texts.
	Pupils read aloud with intonation and expression, taking into account most punctuation and dialogue.
	Pupils offer explanations and opinions using evidence from the text.
	Pupils identify some aspects of author's intent (e.g. structure/language choices).
	Pupils identify a range of non-fiction text types and purpose.

Year 4

By the end of Year 4, pupils…

Decoding/Reading Aloud	Reading Behaviour	Retrieval	Exploring and evaluating the author's language and viewpoint	Text structure and themes	Deduction and inference
apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	skim read texts to gather the main ideas of a text	discuss words and phrases that capture the reader's interest and imagination.	recognise some different forms of poetry (e.g. free verse, narrative poetry)	make appropriate predictions using clues in the text
can read almost all of the Year 3/4 exception words	read books that are structured in different ways and read for a range of purposes.	identify main ideas drawn from more than one paragraph and summarising these	identify author's deliberate language choices and begin to evaluate the effect of this	use knowledge of text structure to locate information (headings/paragraphs)	begin to infer meaning, character's feelings and motivations from actions, description and dialogue
read aloud fluently with intonation and expression, taking into account presentational devices such as capital letters or italics and almost all punctuation (inc. ellipsis, brackets, dashes)	increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.	scan texts to find specific information	explore the effects of different words to create images (e.g. powerful verbs, similes)	identify the ways in which paragraphs are linked (e.g. use of pronouns).	begin to work out the meaning of unfamiliar words from the context
read confidently and independently using a range of strategies e.g. self-correcting, clarifying, summarising, questioning	discuss books that are read to them and those they can read for themselves, including the works of established authors taking turns and listening to what others say	refer to the text to support opinions and predictions and begin to quote directly from texts	begin to explore how the author uses language to affect/maniuplate the reader	identify some differences between fiction genres	begin to explore potential alternatives in stories
prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	use dictionaries to check the meaning of words that they have read	begin to use text marking techniques to support retrieval		compare structure of different stories to discover how they differ in pace (e.g. build up, resolution)	begin to explain different characters' points of view
	begin to ask relevant questions to improve their understanding of a text			begin to identify themes and conventions in a wider range of texts	
	check that texts make sense to them as they read (using think out loud strategies) and discuss their understanding				

End of Year 4 / Beginning of Year 5	
	Pupils apply a range of strategies to establish meaning from texts, including skimming and scanning for clues, independently.
	Pupils read aloud with expression and intonation taking punctuation into account.
	Pupils summarise/explain the main points of text.
	Pupils use knowledge of text structures to locate key information.
	Pupils refer to specific parts of texts to support ideas and opinions.
	Pupils make simple inferences and interpretations based on clues from the text.
	Pupils recognise and discuss the work of some well known writers.

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End of Year 4 / Beginning of Year 5	
	Pupils apply a range of strategies to establish meaning from texts, including skimming and scanning for clues, independently.
	Pupils read aloud with expression and intonation taking punctuation into account.
	Pupils summarise/explain the main points of text.
	Pupils use knowledge of text structures to locate key information.
	Pupils refer to specific parts of texts to support ideas and opinions.
	Pupils make simple inferences and interpretations based on clues from the text.
	Pupils recognise and discuss the work of some well known writers.

Year 5

By the end of Year 5, pupils…

Decoding/Reading Aloud	Reading Behaviour	Retrieval	Exploring and evaluating the author's language and viewpoint	Text structure and themes	Deduction and inference
apply their knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words	read a wide range of fiction, poetry, plays, non-fiction and reference books	summarise the main points in a text, within and across paragraphs	discuss literal and figurative language and their effect	begin to compare and contrast different texts (style/characters/plot)	explore a character's feelings and motives, using clues from actions, dialogue and description to support their opinions
read aloud with pace, fluency and expression, taking into account a range of presentational devices	increase their familiarity with a wide range of fiction: myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures	locate and retrieve relevant information from different points in a text, across a range of texts	explore how author uses language to affect the reader	identify some features of different fiction genres (e.g. fantasy/horror/adventure)	make predictions about events in the text based on evidence
can read all Year 3/4 exception words and some of the year 5/6 exception words	discuss books with peers and share text recommendations	begin to make reference to the text in order to support predictions, thoughts and opinions to justify their opinions.	identify the point of view from which a text is written	begin to compare the structures and features of non-fiction texts	explore potential alternatives in texts (e.g. different endings) referring to the text to justify their ideas
learn a range of poetry and plays by heart, beginning to prepare and perform these as the author intended	justify their reading preferences and prepare short presentations/debates on books they have read	skim and scan to find key information in texts	begin to identify use of irony, humour and the author's intent	begin to identify how structure and presentation contribute to meaning (e.g. flashbacks, comparing/contrasting in non-fiction)	use inference and deduction skills to discuss themes, moods, feelings and attitudes using clues from the text
	read books that are structured in different ways and read for a range of purposes	use text marking techniques independently to support retrieval	discuss how an author builds a character through dialogue, description and action	recognise and begin to evaluate text features in non-fiction (e.g. presentation and layout)	begin to develop confidence reading between the lines in order to explore layers of meaning
	ask appropriate questions as they read to improve their understanding	record key points in note form or write a short summary of a text			work out meaning of unfamiliar words from the context
	check that texts make sense to them as they read and discuss their understanding (including using a dictionary independently)				distinguish between fact and opinion
					begin to discuss, comment on and evaluate characters' relationships with one another

End of Year 5 / Beginning of Year 6	
	Pupils clarify the meaning of words in different contexts.
	Pupils skim and scan texts to identify and retrieve information.
	Pupils identify and discuss a range of fiction genres and share views and recommendations.
	Pupils comapre and discuss information and ideas within and across texts.
	Pupils use inference and deduction to explore plot, character and mood.
	Pupils identify and discuss the use of imagery in texts.
	Pupils justify and elaborate on thoughts and opinions using evidence from the text.
	Pupils recognise the appeal of classic texts.

End of Year 5		Pupils clarify the meaning of words in different contexts.
		Pupils skim and scan texts to identify and retrieve information.
		Pupils identify and discuss a range of fiction genres and share views and recommendations.
		Pupils comapre and discuss information and ideas within and across texts.
Beginning of Year 6		Pupils use inference and deduction to explore plot, character and mood.
		Pupils identify and discuss the use of imagery in texts.
		Pupils justify and elaborate on thoughts and opinions using evidence from the text.
		Pupils recognise the appeal of classic texts.

| Year 6

By the end of Year 6, pupils…	Decoding/Reading Aloud	Reading Behaviour	Retrieval	Exploring and evaluating the author's language and viewpoint	Text structure and themes	Deduction and inference
	apply their knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words	read a wide range of fiction, poetry, plays, non-fiction and reference books	summarise main ideas drawn from more than one paragraph or more than one text, identifying key details	identify how language, structure, and presentation contribute to meaning	identify key features of different fiction genres (e.g. fantasy/horror/adventure)	explain a character's motives and feelings throughout a text and use evidence to support this
	read aloud with pace, fluency and expression, considering presentation, author's intent and all punctuation	increase their familiarity with a wide range of fiction: myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures	make reference to the text in order to support predictions, thoughts and opinions to justify their opinions.	discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	identify how structure and presentation contribute to meaning (e.g. flashbacks, comparing/contrasting in non-fiction)	evaluate the relative importance of characters, events and information in a text (e.g. if a character were not there, or acted differently)
	decode almost every word they encounter	recommend books that they have read to their peers, giving reasons for their choices	skim and scan texts confidently for key information	identify and evaluate author's viewpoint in texts (bias in favour of certain characters, opinions)	confidently recognise and evaluate text features in non-fiction (e.g. presentation and layout)	make predictions about what might happen from details stated and implied
		discuss books that have been read to them, or those that they have read, building on their own and others' ideas and challenging views courteously	retrieve information from a range of text types	identify use of irony, humour and the writer's intention (mockery, sarcasm)	make comparisons within and across books (e.g. language, themes, characters, plot, style, structure)	unpick layers of meaning in texts, considering the different interpretations of events and use of language
		explain and discuss their understanding of what they have read, including through formal presentations and debates	use text marking techniques independently to support retrieval	evaluate the success of texts they have read, through discussion of style, structure and language.	identify and discuss themes and conventions in and across a wide range of texts	confidently read between the lines, using clues from action, dialogue and description to interpret meaning
		learn a wider range of poetry and plays by heart, beginning to prepare and perform these as the author intended	record key points in note form or write a short summary of a text	explore how the author uses language to affect the reader	compare and contrast different texts (style/characters/plot)	evaluate relationships between characters using evidence from the text
		read books that are structured in different ways and read for a range of purposes		evaluate how an author builds a character through dialogue, description and action	compare the structures and features of non-fiction texts	work out meaning of unfamiliar words from the context
		check that texts make sense to them as they read and discuss their understanding (including using a dictionary independently)				distinguish between fact and opinion where the distinction is less clear
		ask appropriate questions as they read to improve and deepen their understanding				

End of Year 6		Pupils work out the meaning of unknown words using a range of strategies.
		Pupils read aloud with appropriate pace and expression.
		Pupils retrieve information from within and across texts to support ideas and opinions
		Pupils understand how point of view impacts on the reader.
		Pupils confidently infer and deduce meaning based on evidence from the text.
		Pupils identify and explain the different structural devices and features a writer has used.
		Evaluate the relative importance of characters, events, or information.