



Reading curriculum progression grid

Year		Curriculum Objectives
Foundation Stage	FS1	<ul style="list-style-type: none"> • I can repeat songs, rhymes, stories and repeat familiar phrases. • I can fill in missing words from well-known rhymes. • I can hold a book and turn the pages. • I enjoy sharing books with an adult. • I can show a preference for a book or a song or a rhyme. • I can notice and repeat sounds • I can identify signs and symbols in the environment and recall what they mean. • I can join in with rhymes and stories. • I can join in with the rhythm of well known rhymes and songs • I can hold a book, turn the pages and indicate an understanding of pictures and print • I can develop play around favourite stories using props. • I can ask questions about books • I can make comments and share my ideas about books • I can recognise my own name • I can understand the five key concepts about print <p>Print has meaning Print can have different purposes We read English texts from left to right and from top to bottom The names of different parts of a book Page sequencing</p> <ul style="list-style-type: none"> • I am developing my phonological awareness, so that I can: <p>Spot and suggest rhymes Count or clap syllables in words Recognise words with the same initial sound</p> <ul style="list-style-type: none"> • I can tell a story to a friend • I can talk about events and characters in books • I can make suggestions about what might happen • I can engage in extended conversations about stories, learning new vocabulary.

Together, we can achieve anything!



	<p>FS2</p>	<p>Word reading</p> <ul style="list-style-type: none"> • I can join in with rhymes and stories • I can recognise my own name • I can identify sounds in words, in particular, initial sounds • I can orally blend simple words demonstrating my knowledge of sounds • I can read individual letters by saying a sound for them. • I can identify rhymes • I can find my own rhymes • I can blend sounds into words, so that I read short words made up of known letter-sound correspondences. • I can read some letter groups that each represent one sound and say sounds for them • I can read a few common exception words matched to the school’s phonic programme • I can read simple captions and phrases made up of words with known letter-sound correspondences and where necessary, a few common exception words • I can re-read books to build up my confidence in word reading and improve fluency. • I can say a sound for each letter in the alphabet and at least 10 digraphs • I can read words consistent with my phonic knowledge by sound blending • I can read aloud simple sentences and books that are consistent with my phonic knowledge including some common exception words <p>ELG: Say a sound for each letter in the alphabet and at least 10 digraphs, read words consistent with their phonic knowledge by sound blending, read aloud simple sentences and books that are consistent with their phonics knowledge including some common exception words</p> <p>Comprehension</p> <ul style="list-style-type: none"> • I can talk about the stories that are read to me • I can repeat and use actions words or phrases from familiar stories • I can join in with repeated refrains and anticipate key events and phrases in rhymes and stories • I can re read books to build up my understanding and enjoyment • I can talk about events and principal characters in stories and suggest how stories might end • I can make simple predication based on what has been read so far • I can sequence familiar stories • I can retell familiar stories using my own words • I know that information can be retrieved from books, computers and mobile digital devices
--	------------	--

Together, we can achieve anything!



		<ul style="list-style-type: none">• I can demonstrate an understanding of what has been read to me by retelling stories and narratives using my own words and recently introduced vocabulary• I can anticipate where appropriate key events in stories• I can use and understand recently introduced vocabulary during discussions about stories, nonfiction, rhymes and poems and during role play. <p>ELG</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary, anticipate where appropriate key events in stories, use and understand recently introduced vocabulary during discussions about stories, non fiction, rhymes and poems during role play</p>
--	--	---

Together, we can achieve anything!



Year 1	<p><u>Phonics and decoding</u></p> <ul style="list-style-type: none"> To apply phonic knowledge and skills as the route to decode words. To blend sounds in unfamiliar words using the GPCs that they have been taught. To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll. <p><u>Common Exception Words</u></p> <ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. <p><u>Fluency</u></p> <ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> To check that a text makes sense to them as they read and to self-correct. To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently. To link what they have read or have read to them to their own experiences. To retell familiar stories in increasing detail. To join in with discussions about a text, taking turns and listening to what others say. To discuss the significance of titles and events. To discuss word meaning and link new meanings to those already known. <p><u>Inference and prediction</u></p> <ul style="list-style-type: none"> To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.
--------	---

Together, we can achieve anything!



	<p><u>Poetry and Non Fiction</u></p> <ul style="list-style-type: none">• To recite simple poems by heart.
--	---

Together, we can achieve anything!



Year 2	<p><u>Phonics and decoding</u></p> <ul style="list-style-type: none"> To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes. <p><u>Common Exception Words</u></p> <ul style="list-style-type: none"> To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. <p><u>Fluency</u></p> <ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views. To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. To discuss the sequence of events in books and how items of information are related. To recognise simple recurring literary language in stories and poetry. To ask and answer questions about a text. To make links between the text they are reading and other texts they have read (in texts that they can read independently). To discuss and clarify the meanings of words, linking new meanings to known vocabulary.
--------	---

Together, we can achieve anything!



		<ul style="list-style-type: none"> To discuss their favourite words and phrases. <p><u>Inference and prediction:</u></p> <ul style="list-style-type: none"> To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text. <p><u>Poetry and Non – Fiction</u></p> <ul style="list-style-type: none"> To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. To recognise that non- fiction books are often structured in different ways.
Year 3		<p><u>Phonics and decoding</u></p> <ul style="list-style-type: none"> To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud. To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, To begin to read aloud. <p><u>Common Exception Words</u></p> <ul style="list-style-type: none"> To begin to read Y3/Y4 exception words <p><u>Fluency</u></p> <ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary <p><u>Comprehension</u></p> <ul style="list-style-type: none"> To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. To use appropriate terminology when discussing texts (plot, character, setting). To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. To discuss authors' choice of words and phrases for effect.

Together, we can achieve anything!



		<p><u>Inference and Prediction</u></p> <ul style="list-style-type: none"> • To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • To justify predictions using evidence from the text. <p><u>Poetry and Non-Fiction</u></p> <ul style="list-style-type: none"> • To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. • To begin to use appropriate intonation and volume when reading aloud. • To retrieve and record information from non-fiction texts.
Year 4		<p><u>Phonics and decoding</u></p> <ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. • To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently <p><u>Common Exception Words</u></p> <ul style="list-style-type: none"> • To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word. <p><u>Fluency</u></p> <ul style="list-style-type: none"> • At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • To discuss and compare texts from a wide variety of genres and writers. • To read for a range of purposes. • To identify themes and conventions in a wide range of books. • To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings). • To identify how language, structure and presentation contribute to meaning. • To identify main ideas drawn from more than one paragraph and summarise these. • Discuss vocabulary used to capture readers' interest and imagination.

Together, we can achieve anything!



		<ul style="list-style-type: none"> • <p><u>Inference and Prediction</u></p> <ul style="list-style-type: none"> • To draw inferences from characters’ feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. • To justify predictions from details stated and implied. <p><u>Poetry and Non – Fiction</u></p> <ul style="list-style-type: none"> • To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). • To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. • To use all of the organisational devices available within a non- fiction text to retrieve, record and discuss information. • To use dictionaries to check the meaning of words that they have read.
Year 5		<p><u>Phonics and decoding</u></p> <ul style="list-style-type: none"> • To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. • To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, • To read aloud fluently <p><u>Common Exception words</u></p> <ul style="list-style-type: none"> • To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p><u>Fluency</u></p> <ul style="list-style-type: none"> • At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. <p><u>Comprehension</u></p> <ul style="list-style-type: none"> • To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and

Together, we can achieve anything!



		<p>autobiographies) and differences between text types.</p> <ul style="list-style-type: none"> • To participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. • To identify main ideas drawn from more than one paragraph and to summarise these. • To recommend texts to peers based on personal choice. • To discuss vocabulary used by the author to create effect including figurative language. • To evaluate the use of authors' language and explain how it has created an impact on the reader. <p><u>Inference and Prediction</u></p> <ul style="list-style-type: none"> • To draw inferences from characters' feelings, thoughts and motives. • To make predictions based on details stated and implied, justifying them in detail with evidence from the text. <p><u>Poetry and Non-Fiction</u></p> <ul style="list-style-type: none"> • To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. • To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.
Year 6		<p><u>Phonics and decoding</u></p> <ul style="list-style-type: none"> • To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. <p><u>Common Exception words</u></p> <ul style="list-style-type: none"> • To read Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p><u>Fluency</u></p> <ul style="list-style-type: none"> • At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. <p><u>Comprehension</u></p>

Together, we can achieve anything!



		<ul style="list-style-type: none">• To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.• To recognise more complex themes in what they read (such as loss or heroism).• To explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.• To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.• To draw out key information and to summarise the main ideas in a text.• To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.• To compare characters, settings and themes within a text and across more than one text.• To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect. <p><u>Inference and Prediction</u></p> <ul style="list-style-type: none">• To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).• To discuss how characters change and develop through texts by drawing inferences based on indirect clues. <p><u>Poetry and Non – Fiction</u></p> <ul style="list-style-type: none">• To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.• To retrieve, record and present information from non-fiction texts.• To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).
--	--	--

Together, we can achieve anything!