



Reading Progression

New learning

Consolidate learning

Deepen learning

Skills

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Enjoy rhyming and rhythmic activities. Show awareness of rhyme and alliteration. Recognise rhythm in spoken words. Listen to and join in with stories and poems, one-to-one and also in small groups. Show interest in illustrations and print in books and print in the environment. Recognise familiar words and signs such as own name and advertising logos. Look at books independently.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) 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>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>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>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>Read further exception words, noting the unusual correspondence between spelling and sound.</p> <p>Apply knowledge of root words, prefixes and suffixes relating to Y3/4 word list.</p> <p>Apply knowledge of root words, prefixes and suffixes relating to Y5/6 word list.</p> <p>Recognise and use new words, root words, prefixes and suffixes and using them in their writing.</p>	<p>Apply knowledge of root words, prefixes and suffixes relating to Y3/4 word list.</p> <p>Apply knowledge of root words, prefixes and suffixes relating to Y5/6 word list.</p> <p>Recognise and use new words, root words, prefixes and suffixes independently and using them in their writing.</p> <p>Decode unfamiliar words.</p>

<p>Handle books carefully. Know information can be relayed in the form of print. Hold books the correct way up and turn pages. Know that print carries meaning and, in English, is read from left to right and top to bottom. <i>Continue a rhyming string.</i> Hear and say the initial sound in words. <i>Can segment the sounds in simple words and blend them together and know which letters represent some of them.</i> Link sounds to letters, naming and sounding the letters of the alphabet.</p>	<p>Read other words of more than one syllable that contain taught GPCs. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p>	<p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered. Read accurately words of two or more syllables that contain the same graphemes as above. Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read words containing common suffixes.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks. Read books that are structured in different ways and read for a range of purposes. <i>Use dictionaries to check the meaning of words that they have read.</i> Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. <i>Identify themes and conventions in a wide range of books.</i></p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books</p>	<p>Decode unfamiliar words.</p>	
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<p>Begin to read words and simple sentences. Use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Enjoy an increasing range of books. Know that information can be retrieved from books and computers. Demonstrate understanding when talking with others about what they have read. Read and understand simple sentences. Use phonic knowledge to decode regular words and read them aloud accurately. Read some common irregular words.</p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read books to build up their fluency and confidence in word reading.</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 books to build up their fluency and confidence in word reading.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry [for example, free verse, narrative poetry].</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>	<p>Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Discuss words and phrases that capture the reader's interest and imagination.</p>
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<p>Join in with repeated refrains and anticipate key events and phrases in rhymes and stories.</p> <p>Beginning to be aware of the way stories are structured.</p> <p>Suggest how the story might end.</p> <p>Listen to stories with increasing attention and recall.</p> <p>Describe main story settings, events and principal characters.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</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 nonfiction at a level beyond that at which they can read independently.</p> <p>Discussing the sequence of events in books and how items of information are related.</p> <p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Being introduced to non-fiction</p>	<p>Check that the text makes sense. Check their understanding and explaining the meaning of words in context by asking questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions. Justify inferences with evidence. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph.</p> <p>Summarise ideas. Identify how language, structure, and presentation contribute to meaning.</p>	<p>Check that the text makes sense. Check their understanding and explaining the meaning of words in context by asking questions to improve their understanding of a text.</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. Predict what might happen from details stated and implied. Identify main ideas drawn from more than one paragraph. Summarise ideas. Identify how language, structure, and presentation contribute to meaning.</p>	<p>Develop positive attitudes, discussing and reading a range of text types.</p> <p>Justify reasons for their views and challenge others' views.</p> <p>Prepare poems and plays to read aloud and perform.</p> <p>Develop intonation, tone and volume. Recommend books to peers, making comparisons between books. Summarise ideas from more than one paragraph. Understand what they read: explore word meaning, ask questions, draw inferences, predict what will happen from details stated and implied.</p>	<p>Develop courteous positive attitudes, discussing and reading a wide range of text types.</p> <p>Justify reasons for their views and challenge others' views.</p> <p>Develop intonation, tone and volume.</p> <p>Recommend books to peers, discussing themes and making comparisons between books.</p> <p>Draw comparisons between books independently and being able to justify their point.</p> <p>Understand what they read: explore word meaning, ask questions, draw inferences from the whole text, summarise ideas from the whole text, predict what will happen from details stated and implied.</p>
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YR Reading Spine	Y1 Reading Spine	Y2 Reading Spine	Y3 Reading Spine	Y4 Reading Spine	Y5 Reading Spine	Y6 Reading Spine
Owl Babies The Gruffalo Handa's Surprise Mr Gumpy's Outing Rosie's Walk Six Dinner Sid Mrs Armitage on Wheels Whatever Next On the Way Home Farmer Duck Goodnight Moon Shhh!	Peace at Last Can't you sleep Little Bear? Where the Wild Things Are The Tiger who Came to Tea Elmer Cops and Robbers We're Going on a Bear Hunt Funny Bones Stick Man The Owl who was Afraid of the Dark Not now Bernard!	Traction Man Amazing Grace Dr Xargles book of Earthlets The Flower Emily Brown and the Thing Fantastic Mr Fox The Twits Charlie and the Chocolate Factory George's Marvellous Medicine The Golden Goose The Rascally Cake	Cat Tales: Ice Cat The Sheep Pig The Abominables The Lion, The Witch and The Wardrobe The Wild Robot My Dad's a Birdman Nim's Island The Battle of Bubble and Squeak Hansel and Gretel Featherlight - Peter Bunzl	Charlotte's Web Danny the Champion of the World Varjak Paw The Secret Garden Gangster Granny	Friend or Foe Boy at the Back of the Class Wonder Street Child	River Boy Fireweed Why the Whales Came Goodnight Mister Tom The Midnight Fox Just William A Dog so Small Cosmic Cloud Busting