

Reading Progression Document

Reading Strand	Reception	Year 1	Year 2	Years 3–4	Years 5–6
Phonics & Word Reading	• Develop awareness of sounds, rhythm and rhyme. • Recognise letter sounds. • Blend sounds to read simple words. • Track text from left to right. • Read books matched to developing phonics knowledge.	• Apply taught GPCs to decode words. • Blend accurately and increasingly automatically. • Read common exception words. • Read books matched to phonic knowledge. • Re-read familiar books to build confidence.	• Continue phonics until decoding is automatic. • Read unfamiliar and multisyllabic words. • Recognise high-frequency and common exception words. • Develop automatic word recognition.	• Read unfamiliar words with increasing accuracy and automaticity. • Use knowledge of root words, prefixes and suffixes. • Decode independently with very few overt blending experiences needed.	• Read most words effortlessly and automatically. • Use morphology and etymology to work out unfamiliar words. • Investigate and support pupils who remain insecure in decoding.
Fluency	• Join in with repeated phrases. • Listen to fluent reading being modelled. • Begin to read familiar words and phrases confidently. • Develop awareness of rhythm and expression.	• Develop accuracy, pace and confidence. • Use repeated, echo and choral reading. • Begin to use punctuation to support expression. • Develop confidence reading aloud.	• Develop smooth, expressive reading. • Use appropriate pace, phrasing and intonation. • Develop prosody through paired, choral and repeated reading. • Begin Readers' Theatre and performance.	• Move from decoding towards automaticity. • Develop reading speed, expression and phrasing. • Build reading stamina. • Read silently with increasing independence. • Use Readers' Theatre and performance to develop expression.	• Master fluency, expression and stamina. • Adjust pace, tone and intonation according to meaning. • Read confidently to an audience. • Self-monitor and self-correct. • Use fluency to support deeper comprehension.
Vocabulary	• Develop vocabulary through	• Discuss unfamiliar vocabulary.	• Clarify word meanings in	• Use context to work out unfamiliar	• Explore nuanced vocabulary

	stories, rhymes, songs and talk. • Discuss new words and their meanings. • Use new vocabulary in conversation.	Develop vocabulary through high-quality texts. • Begin to use context to understand meaning.	context. • Develop a wider vocabulary through fiction, poetry and non-fiction. • Discuss interesting words and phrases.	words. • Explore synonyms and shades of meaning. • Use morphology to understand unfamiliar vocabulary. • Develop academic vocabulary.	choices. • Understand figurative and academic language. • Explain how vocabulary choices affect meaning and the reader. • Use morphology and etymology independently.
Retrieval	- Recall key events and information. - Answer questions about a story or text.	- Retrieve simple information from a text. - Recall characters, events and key details.	- Retrieve and record information. - Identify key information in fiction and non-fiction.	- Retrieve information efficiently. - Locate key information across paragraphs. - Use contents pages and indexes when appropriate.	- Retrieve, record and present information from non-fiction. - Select relevant information from increasingly complex texts. - Apply retrieval skills across the curriculum.
Inference	- Talk about characters' feelings and actions. - Make simple connections to personal experiences.	- Make simple inferences about characters and events. - Explain ideas using clues from the text.	- Infer characters' feelings, thoughts and motives. - Explain ideas using evidence from the text.	- Make increasingly developed inferences. - Use evidence to justify thinking. - Explain characters' motives and viewpoints.	- Make detailed inferences and justify them with evidence. - Explore different viewpoints. - Explain implied meanings and interpretations.
Prediction	Predict what might happen next in a familiar story.	Predict what might happen	Make predictions from details stated and implied.	Make increasingly informed predictions	Use stated and implied information to make, explain

	Use pictures and story events as clues.	using information already read.	Explain reasons for predictions.	using textual evidence.	and evaluate predictions.
Summarising	• Retell familiar stories in sequence. • Identify beginning, middle and end.	• Retell key events. • Identify the main parts of a story.	• Identify the main points of a text. • Summarise key events and information.	• Identify main ideas across paragraphs. • Summarise information concisely.	• Summarise main ideas across longer and more complex texts. • Select key details that support the main ideas.
Language & Structure	• Notice repeated language and rhyme. • Talk about characters and settings.	• Notice interesting words and phrases. • Recognise simple story structures. • Discuss titles and illustrations.	• Discuss words and phrases that interest the reader. • Recognise simple themes and recurring language.	• Explain how language, structure and presentation contribute to meaning. • Recognise themes and conventions.	• Evaluate how authors use language, structure and presentation. • Explore figurative language and its impact on the reader. • Compare authorial choices.
Comparison	• Talk about similarities and differences between familiar stories.	• Compare characters and events in familiar texts.	• Compare simple features of texts and characters.	• Compare characters, settings, themes and ideas across texts.	• Make comparisons within and across books. • Compare themes, viewpoints, characters and authorial choices.
Critical Reading	• Express likes and dislikes about books. • Give simple reasons for preferences.	• Talk about favourite books and characters. • Begin to explain preferences.	• Express opinions about books and give reasons.	• Discuss and justify opinions using evidence. • Consider different viewpoints.	• Evaluate texts and viewpoints. • Distinguish fact from opinion. • Provide reasoned justifications. • Challenge and

					respond to others' views courteously.
Reading for Pleasure	• Enjoy daily stories, rhymes, poems and non-fiction. • Explore books independently. • Begin choosing books.	• Listen to and read a wide range of high-quality books. • Develop preferences for authors and texts.	• Choose books with increasing independence. • Participate in Book Club. • Discuss and recommend books.	• Read widely and frequently. • Explore different genres, authors and cultures. • Make independent choices. • Develop a strong reader identity.	• Read widely and frequently in and beyond school. • Recommend books and explain choices. • Explore literary heritage, different cultures and traditions. • Read independently for pleasure and information.
Performance & Oracy	• Join in with rhymes, songs and repeated refrains. • Retell and act out familiar stories.	• Read familiar texts aloud with increasing confidence. • Use expression and punctuation cues.	• Perform poems and short texts. • Use tone, pace and character voices.	• Perform poetry and plays using appropriate expression, tone and volume. • Develop confidence through Readers' Theatre.	• Prepare and perform poetry, plays and speeches. • Use intonation, tone and volume effectively. • Develop confidence through presentations, debate and public speaking.
Independence & Reading Behaviours	• Handle books appropriately. • Follow text and talk about what has been read. • Begin selecting books independently.	• Apply phonics independently when encountering unfamiliar words. • Check that reading makes sense.	• Begin to self-correct and monitor reading. • Develop independent book choices.	• Read silently with increasing independence. • Self-monitor for accuracy and meaning. • Develop stamina and independence.	• Read silently with good understanding. • Self-monitor, reread and clarify independently. • Select texts according to

					purpose and interest.
--	--	--	--	--	--------------------------