



Starcross Primary School - Reading Progression

Learning for life

	Preschool	Foundation	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>Develop their phonological awareness, so that they can: spot and suggest rhymes</p> <p>count or clap syllables in a word</p> <p>recognise words with the same initial sound, such as money and mother</p> <p>Understand the five key concepts about print: print has meaning</p> <p>the names of the different parts of a book</p> <p>print can have different purposes</p> <p>page sequencing</p> <p>we read English text from left to right and from top to bottom</p>	<p>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 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>re-read what they have written to check that it makes sense.</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>read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>read other words of more than one syllable that contain taught GPCs</p> <p>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 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 these books to build up their fluency and confidence in word reading.</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>read accurately words of two or more syllables that contain the same graphemes as above</p> <p>read words containing common suffixes</p> <p>read further common exception words, noting unusual correspondences 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 confidence in word reading.</p>	<p>recognise and use familiar root words, prefixes and suffixes (from English Appendix 1) to support reading aloud and understanding the meaning of new words.</p> <p>read further exception words and begin to notice unusual correspondences between spelling and sound.</p>	<p>apply an increasingly secure and independent knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud fluently and to infer the meaning of unfamiliar words.</p> <p>read a wider range of exception words confidently, accurately identifying and explaining unusual spelling-sound correspondences and where they occur within words.</p>	<p>recognise and use familiar root words, prefixes and suffixes (from English Appendix 1) to help read words aloud and begin to understand the meaning of new words.</p>	<p>apply a secure and increasingly independent knowledge of root words, prefixes and suffixes (morphology and etymology) to read aloud accurately and fluently, and to infer the meaning of unfamiliar words with confidence.</p>
Comprehension	<p>engage in extended conversations about stories, learning new vocabulary.</p> <p>listens to and joins in with stories and poems, when reading one-to-one and in small groups</p> <p>recognises familiar signs such as advertising logos and screen icons</p> <p>looks at and enjoys print and digital books independently.</p>	<p>enjoys an increasing range of print and digital books, both fiction and non-fiction</p> <p>is able to recall and discuss stories or information that has been read to them, or they have read themselves</p> <p>begins to develop phonological and phonic awareness</p> <p>continues a rhyming string and identifies alliteration</p>	<p>develop pleasure in reading, motivation to read, vocabulary and understanding by: listening to and discussing a wide range of poems, stories and non-fiction 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</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>discussing the sequence of events in books and how items of information are related</p>	<p>listen to and discuss a range of texts, including fiction, poetry, plays, and non-fiction.</p> <p>read for different purposes and begin to navigate varied text structures.</p> <p>use dictionaries to check word meanings.</p> <p>become familiar with a range of stories, myths, and legends, and retell some orally.</p>	<p>independently listen to, read, and discuss a wide range of texts, including complex fiction and non-fiction.</p> <p>read confidently for different purposes and across varied structures.</p> <p>use reference tools to clarify unfamiliar words.</p> <p>deepen familiarity with literature, retelling stories and</p>	<p>continue to read and discuss a wide range of texts, including fiction, poetry, plays, non-fiction, myths, legends, traditional stories, modern fiction, and literature from other cultures.</p> <p>read for different purposes and across varied text structures.</p> <p>recommend books to peers, giving reasons for choices.</p>	<p>independently read and discuss a broad and challenging range of texts, deepening familiarity with literature across genres, cultures, and time periods.</p> <p>read confidently for different purposes and navigate complex text structures.</p> <p>recommend and evaluate books to peers, explaining reasons with justification.</p>



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	<p>joins in with repeated refrains and anticipates key events and phrases in rhymes and stories</p> <p>recognises familiar words such as their own name</p> <p>shows interest in illustrations and words in print and digital books and words in the environment</p> <p>knows that print carries meaning and, in English, is read from left to right and top to bottom</p> <p>knows information can be relayed through signs and symbols in various forms (e.g. printed materials, digital screens and environmental print)</p> <p>handles books carefully and the correct way up with growing competence</p> <p>begins to be aware of the way stories are structured, and to tell own stories</p> <p>talks about events and principal characters in stories and suggests how the story might end</p> <p>begins to develop phonological and phonemic awareness</p> <p>shows awareness of rhyme and alliteration</p> <p>recognises rhythm in spoken words, songs, poems and rhymes</p> <p>claps or taps the syllables in words during sound play</p> <p>hears and says the initial sound in words</p>	<p>hears and says the initial sound in words</p> <p>starts to link sounds to letters, naming and sounding the letters of the alphabet</p> <p>includes everyday literacy artefacts in play, such as labels, instructions, signs, envelopes, etc</p> <p>re-enacts and reinvents stories they have heard in their play</p> <p>knows that information can be retrieved from books, computers and mobile digital devices</p> <p>begins to recognise some written names of peers, siblings or "Mummy"/"Daddy" for example</p> <p>begins to segment the sounds in simple words and blend them together and knows which letters represent some of them</p> <p>begins to read some tricky words, and to use developing knowledge of letters and sounds to read simple phonically decodable words and simple sentences</p> <p>uses vocabulary and forms of speech that are increasingly influenced by their experiences of reading</p> <p>describes main story settings, events and principal characters in increasing detail</p> <p>engages with books and other reading materials at an increasingly deeper level, sometimes drawing on their phonic knowledge to decode words, and their knowledge of language structure, subject knowledge and illustrations to interpret the text</p>	<p>traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> <p>learning to appreciate rhymes and poems, and to recite some by heart</p> <p>discussing word meanings, linking new meanings to those already known</p> <p><i>understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</i></p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>discussing the significance of the title and events</p> <p>making inferences on the basis of what is being said and done</p> <p>predicting what might happen on the basis of what has been read so far</p> <p><i>participate in discussion about what is read to them, taking turns and listening to what others say</i></p> <p>explain clearly their understanding of what is read to them.</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 books that are structured in different ways</p> <p>recognising simple recurring literary language in stories and poetry</p> <p>discussing and clarifying the meanings of words, linking new meanings to known vocabulary</p> <p>discussing their favourite words and phrases</p> <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <p><i>understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher</i></p> <p>checking that the text makes sense to them as they read and correcting inaccurate reading</p> <p>making inferences on the basis of what is being said and done</p> <p>answering and asking questions</p> <p>predicting what might happen on the basis of what has been read so far</p> <p><i>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</i></p> <p><i>explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</i></p>	<p>identify themes and conventions in familiar texts.</p> <p>prepare and read poems and plays aloud, using intonation, tone, and volume.</p> <p>recognise different forms of poetry (e.g., free verse, narrative).</p> <p>check comprehension, ask questions, and begin to draw simple inferences about characters and events.</p> <p>predict outcomes, identify main ideas from paragraphs, and retrieve information from non-fiction.</p> <p>participate in discussions, taking turns and listening to others.</p>	<p>myths with accuracy and expression.</p> <p>identify and explain themes, conventions, and techniques across texts.</p> <p>perform poems and plays with nuanced understanding of intonation, tone, and action.</p> <p>analyse language and phrases that engage the reader and recognise different poetic forms.</p> <p>independently check comprehension, explain meanings, and justify interpretations.</p> <p>draw detailed inferences, make predictions from explicit and implicit information, and summarise main ideas across multiple paragraphs.</p> <p>analyse how language, figurative language, structure, and presentation shape meaning and impact the reader.</p> <p>distinguish between fact and opinion.</p> <p>retrieve, organise, and present information from non-fiction accurately.</p> <p>engage in sustained discussions, formal presentations, and debates, building on others' ideas, challenging views courteously, and providing reasoned justifications for their own.</p>	<p>identify and discuss themes and conventions within and across texts.</p> <p>make simple comparisons within and across books.</p> <p>learn a range of poetry by heart and prepare poems and plays to read aloud or perform, using intonation, tone, and volume to convey meaning.</p> <p>check comprehension, discuss understanding, and explore meanings of words in context.</p> <p>ask questions to improve understanding and begin to draw inferences about characters' feelings, thoughts, and motives.</p> <p>predict outcomes, summarise main ideas from multiple paragraphs, and identify key supporting details.</p> <p>recognise how language, structure, and presentation contribute to meaning.</p> <p>retrieve and present information from non-fiction.</p> <p>participate in discussions, building on others' ideas and listening courteously.</p>	<p>identify, analyse, and compare themes, conventions, and techniques within and across texts.</p> <p>learn and perform a wide range of poetry and plays, showing nuanced understanding through expression, intonation, tone, and volume.</p> <p>independently check comprehension, discuss and explain meanings, and justify interpretations with evidence.</p> <p>draw detailed inferences, make predictions from explicit and implicit information, and summarise main ideas across multiple paragraphs.</p> <p>analyse how language, figurative language, structure, and presentation shape meaning and impact the reader.</p> <p>distinguish between fact and opinion.</p> <p>retrieve, organise, and present information from non-fiction accurately.</p> <p>engage in sustained discussions, formal presentations, and debates, building on others' ideas, challenging views courteously, and providing reasoned justifications for their own.</p>
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