

# Steps in Progression Document

## Word reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading</b> <b>Word reading: Fluency</b>	<p>Re-read books to build up their fluency and confidence in word reading</p> <p>Read aloud accurately books consistent with their developing phonic knowledge</p>	<p>Read most familiar words quickly and accurately, without overt blending</p> <p>Re-read familiar books to build up their fluency and confidence in word reading</p>	<p>Continue to build up their fluency, stamina and confidence in word reading</p>	<p>Continue to build up their fluency, stamina and confidence in reading increasingly longer texts</p>	<p>Develop fluency, stamina and confidence in reading a wider range of longer texts</p>	<p>Develop fluency, stamina and confidence in reading a wide variety of longer texts from a range of genres</p>
<b>Reading</b> <b>Word reading: Phonics, etymology and morphology</b> <small>Refer to PoS Appendix 1 for detailed information</small>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct graphemes for all 40+ phonemes, including graphemes with alternative sounds</p> <p>Read accurately by blending sounds in unfamiliar words containing taught GPCs</p> <p>Read words (incl. polysyllabic words) containing taught GPCs and -s, -es, -ing, -ed, -er and -est suffixes</p> <p>Compound words</p>	<p>Continue to apply phonics as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Accurately read (by blending sounds) words of two+ syllables containing taught graphemes, recognising alternative sounds for graphemes</p> <p>Read words containing common suffixes</p> <p>Read aloud books matched to their phonic knowledge, blending unfamiliar words automatically</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>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>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>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>

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## Word reading

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<p><b>Reading</b></p> <p><b>Word reading: Non-rule words</b></p>	<p>Read the following common exception words:</p> <p>the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/ or others, according to the programme used</p> <p>Read words with contractions [e.g. I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>Read further common exception words:</p> <p>door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas</p>	<p>Read further common exception words:</p> <p>accident(ally), address, arrive, believe, breathe, build, calendar, centre, certain, complete, continue, decide, different, disappear, earth, enough, experience, extreme, favourite, forward(s), grammar, guard, heard, height, imagine, important, island, learn, library, medicine, minute, naughty, occasion(ally), opposite, particular, perhaps, position, possible, pressure, promise, quarter, recent, reign, sentence, special, strange, suppose, therefore, thought, various, woman/women</p>	<p>Read further common exception words:</p> <p>actual(ly), answer, appear, bicycle, breath, busy/business caught, century, circle, consider, describe, difficult, early, eight/eighth, exercise, experiment, famous, February, fruit, group, guide, heart, history, increase, interest, knowledge, length, material, mention, natural, notice, often, ordinary, peculiar, popular, possess(ion), potatoes, probably, purpose, question, regular, remember, separate, straight, strength, surprise, though/although, through, weight</p>	<p>Read further common exception words:</p> <p>accommodate, according, aggressive, ancient, appreciate, available, awkward, bruise, cemetery, communicate, competition, conscious*, convenience, criticise (critic + ise), definite, determined, dictionary, embarrass, equip (-ped, -ment), exaggerate, existence, familiar, forty, government, harass, identity, individual, interrupt, leisure, marvellous, muscle, neighbour, occupy, opportunity, persuade, prejudice, profession, pronunciation, recognise, relevant, rhyme, sacrifice, shoulder, sincere(ly), stomach, suggest, system, thorough, variety, vehicle</p>	<p>Read further common exception words:</p> <p>accompany, achieve, amateur, apparent, attached, average, bargain, category, committee, community, conscience, controversy, correspond, curiosity, desperate, develop, disastrous, environment, especially, excellent, explanation, foreign, frequently, guarantee, hindrance, immediate(ly), interfere, language, lightning, mischievous, necessary, nuisance, occur, parliament, physical, privilege, programme, queue, recommend, restaurant, rhythm, secretary, signature, soldier, sufficient, symbol, temperature, twelfth, vegetable, yacht</p>

# Steps in Progression Document

## Comprehension

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading</b> <b>Comprehension: Reading for pleasure</b>	Listen to and discuss a wide range literature beyond their independent reading ability, linking it to their own experiences	Listen to, discuss and express views about a wide range literature beyond their independent ability, including contemporary and classic poetry, stories and non-fiction, and be familiar with and retell a wider range of stories, fairy stories and traditional tales	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends	Listen to, discuss and express views about a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and be familiar with and retell a wide range of fairy stories, myths and legends	Continue to read and discuss a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks  Increase familiarity with a wide range of books, including myths, legends and traditional stories  Recommend books to their peers  Make comparisons across books	Continue to read, discuss and express views about a wider range of fiction, poetry, plays, non-fiction and reference books or textbooks  Increase familiarity with a wide range of books, including modern fiction, classic and diverse fiction  Recommend books to their peers, giving reasons  Make comparisons within and across books
<b>Reading</b> <b>Comprehension: Structure</b>	Recognise and join in with predictable phrases	Be introduced to non-fiction books structured in different ways	Read books that are structured in different ways	Read a wider range of books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes	Read books that are structured in different ways and read for a range of purposes
<b>Reading</b> <b>Comprehension: Poetry &amp; rhymes</b>	Appreciate and recite some rhymes and poems	Recognise simple recurring literary language  Build a further repertoire of poems learnt by heart, reciting with intonation	Prepare poems and play scripts to read aloud and to perform, using intonation  Recognise some different forms of poetry [e.g. free verse]	Prepare poems and play scripts to read aloud and perform, using intonation, tone and action  Recognise some different forms of poetry [e.g. narrative poetry]	Learn a range of poetry by heart  Prepare poems and plays to read aloud and to perform, using intonation, tone and volume	Learn a wider range of poetry by heart  Prepare poems and plays to read aloud and to perform, using intonation, tone and volume
<b>Reading</b> <b>Comprehension: Understanding language</b>	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of words and their favourite words and phrases	Discuss words and phrases that capture the reader's interest  Use dictionaries to check the meaning of words that they have read	Discuss words and phrases that capture the reader's interest and imagination  Use dictionaries to check the meaning of words that they have read	Discuss and evaluate how authors use language, including figurative language	Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader

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## Comprehension

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<b>Reading</b> <b>Comprehension:</b> <b>Understand</b>	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading with increasing automaticity	Check that the text makes sense to them, discuss their understanding and predict the meaning of new words	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context  Identify how language, structure and presentation contribute to meaning	Check that the book makes sense to them, discuss their understanding and explore the meaning of words in context, using background knowledge to predict the meaning of new words  Identify how language, structure and presentation contribute to meaning
<b>Reading</b> <b>Comprehension:</b> <b>Identify &amp; retrieve</b>	Draw on what they already know [e.g. they are sad]	Draw on what they already know or on background information and vocabulary	Identify how language and structure contribute to meaning  Retrieve and record information from non-fiction	Identify how language, structure, and presentation contribute to meaning  Retrieve and record information from non-fiction	Distinguish between statements of fact and opinion  Provide reasoned justifications for their views	Distinguish between statements of fact, opinion and bias  Provide reasoned justifications for their views
<b>Reading</b> <b>Comprehension:</b> <b>Inference</b>	Make simple inferences about characters	Make inferences on the basis of what is being said and done	Draw inferences such as characters' feelings and thoughts from their actions, and justify inferences	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justify inferences with evidence and quotations	Draw inferences such as characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence, quotations from multiple points in the text
<b>Reading</b> <b>Comprehension:</b> <b>Prediction</b>	Predict what might happen based on previous experience	Predict what might happen on the basis of what has been read so far	Predict what might happen from details stated	Predict what might happen from details stated and implied	Predict what might happen from details stated and implied and knowledge of other texts	Predict what might happen from details stated and implied and knowledge of other texts, giving evidence for reasons

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## Comprehension

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading</b> <b>Comprehension: Discussion</b>	<p>Discuss the significance of the title and events</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say</p>	<p>Answer and ask questions</p> <p>Participate in discussion about books, poems and other works, taking turns and listening to what others say</p>	<p>Ask questions to improve their understanding of a text</p> <p>Participate in discussion about books</p>	<p>Ask questions to improve their understanding of a text</p> <p>Participate in discussion about books, taking turns and listening to what others say</p>	<p>Ask questions to improve their understanding</p> <p>Participate in discussions about books, building on their own and others' ideas</p>	<p>Ask questions to improve their understanding</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously</p>
<b>Reading</b> <b>Comprehension: Explanation</b>	<p>Explain clearly their understanding of what is read to them</p>	<p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>Explain and discuss their understanding of what they have read through discussion, and written responses</p>	<p>Explain and discuss their understanding of what they have read through discussion, reading journals and written responses</p>	<p>Explain and discuss their understanding of what they have read, including through presentations and debates</p>	<p>Explain and discuss their understanding of reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p>
<b>Reading</b> <b>Comprehension: Summarising</b>	<p>Be familiar with a wide range of key stories and their characteristics</p>	<p>Discuss the sequence of events in books and how information is related</p>	<p>Identify main ideas and summarise them</p>	<p>Identify main ideas drawn from more than one paragraph and summarise them</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieve and record information from non-fiction</p>	<p>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>Retrieve, record and present information from non-fiction</p>
<b>Reading</b> <b>Comprehension: Themes</b>	<p>Discuss the main ideas in stories</p>	<p>Discuss the meaning, main ideas and morals in stories</p>	<p>Identify themes and conventions in some books</p>	<p>Identify themes and conventions in a wide range of books</p>	<p>Identify and discuss themes and conventions in a wider range of books</p>	<p>Identify and discuss themes and conventions across all reading</p>