

North Worcester's Reading Progression



	EYFS (ELG)	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> Can say a sound for each letter in the alphabet and at least 10 digraphs. Can read words consistent with their phonic knowledge by sound-blending. Can read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> Can apply phonic knowledge to decode words. Can speedily read all 40+ letters/groups for 40+ phonemes, including where applicable, alternative sounds for graphemes. Can read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Can read all of the Reception and Year 1 common exception words. Can read common suffixes (-s, -es, -ing, -ed, etc.) Can read multi-syllable words containing taught GPCs. Can read aloud phonically-decodable texts. Can read words with contractions. 	<ul style="list-style-type: none"> Can demonstrate secure phonic decoding until reading is fluent. Can read accurately by blending, including alternative sounds for graphemes. Can read multi-syllable words containing these graphemes. Can read common suffixes. Can read exception words, noting unusual correspondences. Can read most words quickly & accurately without overt sounding and blending. 	<ul style="list-style-type: none"> Reads independently using a range of strategies appropriately, including decoding to pronounce unfamiliar words. Reads aloud with developing fluency and expression, taking into account punctuation and spoken words. Can read accurately by blending sounds in words. Can read accurately words of more than two syllables. Can read words containing common suffixes. Can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (to include 'dis-', 'mis-', 'in-', 'il-', 'im-', 'ir-', '-ly'). Can read further exception words, noting the unusual correspondences 	<ul style="list-style-type: none"> Reads effortlessly most or all of the Year 3/4 common exception word list. Reads aloud with developing fluency, expression and intonation taking into account: inverted commas for dialogue, change of character, tension and atmosphere. Can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet (to include 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-', '-ation', '-ous') Can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> Reads most (80%) or all of the Year 5 common exception word list. Reads aloud with accurate intonation that shows an understanding of the text. Can apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet to the expectations of year 5 spellings. 	<ul style="list-style-type: none"> Reads effortlessly most or all of the Year 5/6 common exception word list. Reads aloud with fluency and expression, taking into account punctuation and the author's intent. Fluently and effortlessly reads a range of age appropriate texts, including novels, stories, plays, poetry, non-fiction, reference books and text books. Can apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet to the expectations of year 6 spellings.

North Worcester's Reading Progression



				between spelling and sound, and where these occur in the word.			
Reading for pleasure	<ul style="list-style-type: none"> Listens attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions; 	<ul style="list-style-type: none"> Listens to and discusses a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Beginning to link what they have read or heard read to their own experiences. 	<ul style="list-style-type: none"> Listens to, discusses and expresses 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. Read independently, demonstrating increasing stamina. Show developing preferences through book choice. 	<ul style="list-style-type: none"> Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. With support beginning to read books that are structured in different ways Can choose appropriate texts with support to read for a range of purposes. Starting to demonstrate engagement with reading: <ul style="list-style-type: none"> -reading for sustained periods of time -complete books -engaging actively in book discussion -respond to reading in a written form 	<ul style="list-style-type: none"> Listens to and discusses a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Independently reads books that are structured in different ways and reading for a range of purposes. 	<ul style="list-style-type: none"> Continues to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reads books that are structured in different ways and reading for a range of purposes. Beginning to make comparisons within and across books 	<ul style="list-style-type: none"> Continues to read and discuss, with increased confidence, an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reads books that are structured in different ways and reading for a range of purposes. <p>Makes comparisons within and across books.</p>
Familiarity with texts	<ul style="list-style-type: none"> Can they sing a range of well-known nursery rhymes and songs? 	<ul style="list-style-type: none"> Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. 	<ul style="list-style-type: none"> Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognises simple recurring 	<ul style="list-style-type: none"> Becoming familiar with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. 	<ul style="list-style-type: none"> Becoming increasingly familiar with a wider range of books, including fairy stories, myths and legends, and 	<ul style="list-style-type: none"> Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, 	<ul style="list-style-type: none"> Increasing their familiarity with a wider range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary

North Worcester's Reading Progression



		<ul style="list-style-type: none"> Recognises and joins in with predictable phrases. 	<p>literary language in stories and poetry.</p>	<ul style="list-style-type: none"> Recognises themes in age-appropriate texts, such as the triumph of good over evil. Beginning to recognise conventions in age-appropriate texts e.g. the use of magical devices in fairy stories and folk tales, or the use of first person in diaries'. Beginning to discuss how language, structure and presentation help the reader to understand the text. Beginning to identify themes and conventions in a range of books. 	<p>retelling some of these orally.</p> <ul style="list-style-type: none"> Identifies themes and conventions in a wider range of books. Explores underlying themes and ideas. Recognises conventions in age-appropriate texts, such as the use of 'the power of 3' (wishes, characters, e.g. the king's 3 sons etc.) in fairy stories and folk tales. Recognises themes in age-appropriate texts, such as bullying. Identifies similarities in themes and conventions across a range of books. Identifies specific techniques, e.g. simile, metaphor, repetition, exaggeration and explain the effect on them as a reader. 	<p>fiction from our literary heritage, and books from other cultures and traditions.</p> <ul style="list-style-type: none"> Beginning to identify and discuss themes and conventions in and across a wide range of writing e.g. 'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme in the context of the writing. Beginning to discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc. Beginning to identify and comment on genre-specific language features used in age-appropriate texts, e.g. related language to convey 	<p>heritage, and books from other cultures and traditions.</p> <ul style="list-style-type: none"> Can identify and discuss themes and conventions in and across a wider range of writing e.g. 'heroism' or 'loss', across a range of age-appropriate texts, explaining the theme in the context of the writing. Can discuss how the organisation of a text supports its purpose, e.g. persuading, explaining, informing etc. Can identify and comment on genre-specific language features used in age-appropriate texts, e.g. related language to convey information in a non-fiction text. Can understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text.
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North Worcester's Reading Progression



						<p>information in a non-fiction text.</p> <ul style="list-style-type: none"> Beginning to understand and begin to use technical terms to discuss language effects, e.g. simile, metaphor, personification, with reference to the text. 	
Poetry and Performance	<ul style="list-style-type: none"> Can they perform songs, rhymes, poems and stories with others, and – when appropriate- try to move in time with music? 	<ul style="list-style-type: none"> Beginning to appreciate rhymes and poems, and to recite some by heart. 	<ul style="list-style-type: none"> Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> Prepares poems and play scripts to read aloud and to perform, beginning to show an understanding through intonation, tone, volume and action. Beginning to recognise some different forms of poetry. 	<ul style="list-style-type: none"> Prepares poems and play scripts to read aloud and to perform, showing an increased understanding through intonation, tone, volume and action. Recognises some different forms of poetry [Haiku, nonsense, List poems Kennings]. 	<ul style="list-style-type: none"> Can recite a wide range of poetry by heart. Prepares poems and plays to read aloud and to perform, beginning to show an understanding through intonation, tone and volume so that the meaning is clear to an audience. 	<ul style="list-style-type: none"> Can recite a wider range of poetry by heart. Prepares poems and plays to read aloud and to perform, showing a secure understanding through intonation, tone and volume so that the meaning is clear to an audience.

North Worcester's Reading Progression



Comprehension: Vocabulary	<ul style="list-style-type: none"> Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<p>.discussing word meanings, linking new meanings to those already known</p> <ul style="list-style-type: none"> draw upon knowledge of vocabulary in order to understand the text join in with predictable phrases use vocabulary given by the teacher discuss his/her favourite words and phrase 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words; link new meanings to known vocabulary discussing their favourite words and phrases recognise some recurring language in stories and poems 	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read discuss words that capture the readers interest or imagination identify how language choices help build meaning find the meaning of new words using substitution within a sentence. 	<ul style="list-style-type: none"> using dictionaries to check the meaning of words that they have read use a thesaurus to find synonyms discuss why words have been chosen and the effect these have on the reader explain how words can capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these find the meaning of new words using the context of the sentence. 	<ul style="list-style-type: none"> explore the meaning of words in context, confidently using a dictionary discuss how the author's choice of language impacts the reader evaluate the authors use of language investigate alternative word choices that could be made begin to look at the use of figurative language use a thesaurus to find synonyms for a larger variety of words re-write passages using alternative word choices read around the word' and *explore its meaning in the broader context of a section or paragraph. 	<ul style="list-style-type: none"> evaluate how the authors' use of language impacts upon the reader find examples of figurative language and how this impacts the reader and contributes to meaning or mood. discuss how presentation and structure contribute to meaning. explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.
Comprehension: Inference	<ul style="list-style-type: none"> Can they make comments about what they have heard and ask questions to clarify their understanding? 	<ul style="list-style-type: none"> children make basic inferences about characters' feelings by using what they say as evidence. infer basic points with direct reference to the pictures and words in the text discuss the significance of the title and events demonstrate simple inference from the text based on what is said and done 	<ul style="list-style-type: none"> make inferences about characters' feelings using what they say and do. infer basic points and begin, with support, to pick up on subtler references. answering and asking questions and modifying answers as the story progresses use pictures or words to make inferences 	<ul style="list-style-type: none"> children can infer characters' feelings, thoughts and motives from their stated actions. justify inferences by referencing a specific point in the text. ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. make inferences about actions or events 	<ul style="list-style-type: none"> ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) infer characters' feelings, thoughts and motives from their stated actions. consolidate the skill of justifying them using a specific reference point in the text 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. make inferences about actions, feelings, events or states use figurative language to infer meaning give one or two pieces of evidence to support the point they are making. 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. discuss how characters change and develop through texts by drawing inferences based on indirect clues. make inferences about events, feelings, states backing these up with evidence. infer characters' feelings, thoughts and

North Worcester's Reading Progression



					<ul style="list-style-type: none"> • use more than one piece of evidence to justify their answer 	<ul style="list-style-type: none"> • begin to draw evidence from more than one place across a text. 	<p>motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text</p>
Comprehension: Predict	<ul style="list-style-type: none"> • Make comments about what they have heard and ask questions to clarify their understanding; • Anticipate – where appropriate – key events in stories; 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far in terms of story, character and plot • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or through pictures. 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions. 	<ul style="list-style-type: none"> • justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on. 	<ul style="list-style-type: none"> • predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information.
Comprehension: Explain	<ul style="list-style-type: none"> • link what they read or hear to their own experiences • express views about events or characters 	<ul style="list-style-type: none"> • give my opinion including likes and dislikes (not nc objective). • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them • express views about events or characters 	<ul style="list-style-type: none"> • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others 	<ul style="list-style-type: none"> • discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these 	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of 	<ul style="list-style-type: none"> • provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of

North Worcester's Reading Progression



						what they have read, including through formal presentations and debates.	what they have read, including through formal presentations and debates. <ul style="list-style-type: none"> distinguish between fact, opinion and bias explaining how they know this.
Comprehension: Retrieve	<ul style="list-style-type: none"> explain my understanding of what has been read to them express some views about events or characters e.g Is there anything you would change about this story? Who is your favourite character? Why? 	<p>Year 1 Explaining</p> <ul style="list-style-type: none"> give my opinion including likes and dislikes (not nc objective). link what they read or hear to their own experiences explain clearly my understanding of what has been read to them express views about events or characters Is there anything you would change about this story? What do you like about this text? Who is your favourite character? Why? <p>Year 1 Retrieval</p> <ul style="list-style-type: none"> answer a question about what has just happened in a story. develop their knowledge of retrieval through images. recognize characters, events, titles and information. recognize differences between fiction and non-fiction texts. retrieve information by finding a few key words. Contribute ideas and thoughts in discussion 	<ul style="list-style-type: none"> independently read and answer simple questions about what they have just read. asking and answering retrieval questions draw on previously taught knowledge remember significant event and key information about the text that they have read Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<ul style="list-style-type: none"> use contents page and subheadings to locate information learn the skill of 'skim and scan' to retrieve details. begin to use quotations from the text. retrieve and record information from a fiction text. retrieve information from a non-fiction text 	<ul style="list-style-type: none"> confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. retrieve and record information from a fiction or non-fiction text. 	<ul style="list-style-type: none"> confidently skim and scan, and also use the skill of reading before and after to retrieve information. use evidence from across larger sections of text read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. retrieve, record and present information from non-fiction texts. ask my own questions and follow a line of enquiry 	<ul style="list-style-type: none">

North Worcester's Reading Progression



Comprehension: Sequence and summarise	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; 	<ul style="list-style-type: none"> retell familiar stories orally e.g fairy stories and traditional tales sequence the events of a story they are familiar with begin to discuss how events are linked 	<ul style="list-style-type: none"> discuss the sequence of events in books and how items of information are related. retell using a wider variety of story language. order events from the text. begin to discuss how events are linked focusing on the main content of the story. 	<ul style="list-style-type: none"> identifying main ideas drawn from a key paragraph or page and summarising these begin to distinguish between the important and less important information in a text. give a brief verbal summary of a story. teachers begin to model how to record summary writing. identify themes from a wide range of books make simple notes from one source of writing 	<ul style="list-style-type: none"> use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. identifying main ideas drawn from more than one paragraph. identify themes from a wide range of books summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc 	<ul style="list-style-type: none"> summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. make connections between information across the text and include this in an answer. discuss the themes or conventions from a chapter or text identify themes across a wide range of writing 	<ul style="list-style-type: none"> summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books. summarise entire texts, in addition to chapters or paragraphs, using a limited amount of words or paragraphs.
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