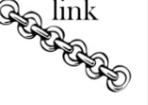




Progression in Reading – Years F2 - 6



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding / Fluency (RWI progress grid)	Join in with well-known or repeated phrases in stories which are read to them. They can continue a rhyming string. Decode and blend CVC and then CCVC words containing Set 1 sounds speedily and begin to read words containing Set 2 sounds.	Children read confidently by decoding using the sounds they have been taught so far. They have a growing number of words they can read automatically. Children decode and blend words containing Set 1 and 2 sounds speedily (including multi syllabic words) and begin to read words containing Set 3 sounds. Re-read books to build fluency and begin to correct inaccurate reading.	Children can read at a speed of 90/100 words per minute. Children decode and blend words containing Set 1, 2 and 3 sounds speedily (including multisyllabic words). Children develop expression when reading aloud, particularly where characters are speaking in a story. Children re-read books to build fluency and correct inaccurate reading.	Fluency is developed by choral reading in whole class reading circles and echo/repeated reading in small groups where needed.	Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression confidently when reading aloud.	Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression. Their reading sounds natural, as if they are speaking.	
Familiarity with texts	Children enjoy an increasing range of books. Children are building awareness of the way stories are structured.	Children become familiar with and begin to retell key stories, fairy stories and traditional tales. They join in with predictable words/phrases. Children begin to recite some rhymes/poems by heart. To begin to look at the features of non-fiction books.	Children are familiar with and retell a range of stories, fairy stories and traditional tales. They continue to build up a repertoire of poems learnt by heart and recite some with appropriate intonation. Children are introduced to non-fiction books that are structured in different ways.	Children increase their familiarity with a wide range of books including fairy stories, myths and legends and retelling some of these orally. Children recognise some different forms of poetry. Children prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Children read a range of books, that are structured in different ways (including non-fiction) and for different purposes.	Children increase their familiarity with a wide range of books including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Children learn a wider range of poetry by heart, preparing poems to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to the audience. Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks. They read books that are structured in different ways and read for a range of purposes.		
Authorial Intent		Children discuss the significance of the title and events.	Children discuss their favourite words and phrases.	Children identify how language, structure and presentation contribute to meaning through modelling. Children discuss words and phrases that capture the reader's interest and imagination.	Children identify how language, structure and presentation contribute to meaning. Children discuss and start to evaluate how authors use language, including figurative language, considering the impact on the reader.		
Book Talk	Children listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Children engage in discussions about books and demonstrate their understanding when talking to others about what they have read.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. Children participate in discussion about what is read to them, taking turns and listening to what others say.	Listen to and express views about contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. Children 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.	Children participate in discussion about books that are read to them and those that they read for themselves, taking turns and listening to what others say. They discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	Children participate in discussion about books that are read to them and those that they read for themselves, taking turns and listening to what others say. They begin to challenge other's views courteously (ABC).	Children recommend books that they have read to their peers, giving reasons for their choices. They participate in discussions about books, building on their own and other's ideas and challenging views courteously (ABC). Children explain and discuss their understanding of what they have read. They begin to use more formal presentations and carry out debates with reasoned justifications for their views.	Children recommend books that they have read to their peers, giving reasons for their choices and making connections to other reading material. They lead and participate in discussions about books, building on their own and other's ideas and challenging views courteously (ABC). Children explain and discuss their understanding of what they have read, including formal presentations and debates with reasoned justifications for their views with increasing confidence.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Retrieval</p>  <p>retrieve</p>  <p>explain</p>	<p>Children describe the main story settings, events and principal characters.</p> <p>Children know that information can be retrieved from books and computers.</p> <p>Children can answer simple recall questions about stories without pictures or prompts.</p>	<p>Children can answer basic questions about what has just happened in a story. This is often based on a story that has been read to them.</p>	<p>Children can explain their understanding of independent reading by answering simple questions about what they have just read and those that are read to them.</p>	<p>Children begin to learn the skill of 'skim and scan' to retrieve details.</p> <p>Children begin to use quotations from the text.</p> <p>Children begin to retrieve and record information from non-fiction.</p>	<p>Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.</p> <p>Children begin to retrieve and record information from non-fiction.</p>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.</p> <p>Children begin to distinguish between statements fact/opinion.</p> <p>Children retrieve record and present information from non-fiction.</p>	<p>Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.</p> <p>Children distinguish between statements of fact/opinion.</p> <p>Children retrieve record and present information from non-fiction.</p>
<p>Clarifying</p>  <p>clarify</p>	<p>Children use 'book talk' to clarify their thinking/feelings.</p> <p>Children use vocabulary and forms of speech that are increasingly influenced by their experience of books.</p>	<p>Children discuss new word meanings and link them to words they already know.</p>	<p>Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill. They link new meanings to words they already know.</p>	<p>Children begin to find the meaning of new words using a dictionary. They use substitution within a sentence.</p>	<p>Children find the meaning of new words using a dictionary and use the context of the sentence. They link new words to other words they already know. Begin to consider 'shades of meaning' and the effect on the reader.</p>	<p>Children 'read around the word' and explore its meaning in the broader context of a section or paragraph. Consider 'shades of meaning' and the effect on the reader.</p>	<p>Children 'read around the word' and independently explore its meaning in the broader context of a section or paragraph. Discuss 'shades of meaning' and the effect on the reader.</p>
<p>Prediction</p>  <p>predict</p>	<p>Makes suggestions about what might happen next or how a story might end based on events so far.</p> <p>Innovate stories through role play and small world play.</p>	<p>Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures. Adults might scribe their ideas.</p>	<p>Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.</p>	<p>Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.</p>	<p>Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They are taught to monitor these predictions and compare them with the text as they read on.</p>	<p>Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.</p>	<p>Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.</p>
<p>Inference</p>  <p>infer</p>	<p>Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.</p>	<p>Children make inferences about characters' feelings using what they say and infer basic points with direct reference to the pictures and words in the text.</p>	<p>Children make inferences about characters' feelings using what they say and infer basic points. They begin, with support, to pick up on more subtle references.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify them by referencing a specific point in the text.</p>	<p>Children can infer characters' feelings, thoughts and motives from their stated actions. They will consolidate the skill of justifying them using a specific reference point in the text.</p>	<p>Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.</p>	<p>Children can infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.</p>
<p>Questioning</p>  <p>question</p>	<p>With support, children can generate simple questions using who, when, what, how and why.</p>	<p>Children can generate basic literal recall questions. They are taught how to ask questions before, during and after reading.</p>	<p>Children generate literal recall questions of their own which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text.</p>	<p>Children generate a variety of questions – recall and inferential to help them understand the text further. Introduce the idea of 'story themes'. eg. Love, friendship, revenge, learn a lesson, good vs evil etc.</p>	<p>Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further. Develop the idea of 'story themes'. eg. overcoming obstacles, courage etc.</p>	<p>Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.</p>	<p>Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.</p>
<p>Sequencing/ Summarising</p>  <p>sequence</p>  <p>summarise</p>	<p>Children recall and order key events from the text. They use a story line or narrative in their role play and small world play.</p>	<p>Children retell and order events from the text. They begin to discuss how events are linked. They can identify the particular characteristics of key stories and this helps when retelling them.</p>	<p>Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.</p>	<p>Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of the main ideas drawn from across the text. Teachers begin to model how to record summary writing.</p>	<p>Children use skills developed in Year 3 and are able to write a brief summary of main points, identifying and using important information.</p>	<p>Children begin to make connections between information across the text and include this information in their written summaries.</p>	<p>Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.</p>
<p>Link</p>  <p>link</p>	<p>Children begin to identify similar themes in books. They are encouraged to talk about their own experiences (eg. 'Aaarrh spider' - discuss their own fears).</p>	<p>Children are encouraged to link what they hear or read to their own experiences and share their ideas through discussion. Children identify similar themes in books.</p>	<p>Children identify recurring literacy language in stories and poems. Children begin to make links to their own experiences more readily when they are reading and discuss these with others.</p>	<p>Children make links to their own experiences when reading in order to connect with the text. They begin to identify themes and conventions across a wide range of books and note down these connections.</p>	<p>Children make links to their own experiences when reading in order to connect with the text. They identify themes and conventions across a wide range of books and note down these connections.</p>	<p>Children identify and discuss themes and conventions in and across a wide range of writing. Children make some comparisons within and across books.</p>	<p>Children identify and discuss themes and conventions in and across a wide range of writing. Children make a range of comparisons within and across books.</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
What might you see in the classroom?	<p>Daily phonics teaching following RWI (20→45min) within differentiated reading groups. Phonics based books closely matched to support their learning.</p> <p>Intervention to 'keep up, catch up' in phonics/reading.</p> <p>Children enjoying 'Share a story' sessions, songs and rhymes.</p> <p>Adults questioning pupils throughout whole class/ group/ ind. reading and continuous provision. (Question Stems)</p> <p>Children selecting appropriate texts from class book boxes/library to share at home with an adult.</p> <p>Children accessing a range of books from class book corner/ across the provision (<i>Raeburn Recommended Reads/ Topic links</i>).</p> <p>A 'reading journey' is evident - display, photographs, children's comments (scribed) - preferences.</p>	<p>Daily phonics teaching following RWI (45→1hr) within differentiated reading groups. Phonics based books closely matched to support their learning.</p> <p>Intervention to 'keep up, catch up' in phonics/reading.</p> <p>Links to spelling/speed sounds charts.</p> <p>Children enjoying 'Share a story' sessions, songs and rhymes.</p> <p>Weekly 'Reading Ring' activity through an image-modelling the strategies/ skills.</p> <p>Adults questioning pupils throughout whole class/group/ind. reading sessions and across the wider curriculum/provision. (Question Stems)</p> <p>Children selecting appropriate texts from class book boxes/library to share at home with an adult.</p> <p>Children accessing a range of books from class book corners/across the provision (<i>Raeburn Recommended Reads/Topic links</i>).</p> <p>A 'reading journey' is evident - display, photographs, children's comments (scribed) - preferences.</p>	<p>Daily phonics (RWI) /reading teaching (45→1hr) within differentiated reading groups. Phonics based books closely matched to support their learning.</p> <p>Children reading books linked to their 'reading passport' stage (banding system).</p> <p>Intervention to 'keep up, catch up' in phonics/reading.</p> <p>Links to spelling/speed sounds charts.</p> <p>Children enjoying 'Share a story' sessions, songs and rhymes.</p> <p>Weekly 'Reading Ring' activity through an image/ brief extract- modelling the strategies/ skills.</p> <p>Adults questioning pupils throughout whole class/group/ind. reading sessions and across the wider curriculum. (Question Stems)</p> <p>Children independently selecting appropriate texts from class book boxes/library to read/share with an adult.</p> <p>Children accessing a range of books from class book corners (<i>Raeburn Recommended Reads/ Topic links</i>).</p> <p>A 'reading journey' is evident - display, photographs, children's annotations - preferences.</p>	<p>Phonics teaching (RWI) for those who did not meet ARE in Y2/did not pass the Phonics re-take in Y2 within differentiated reading groups. Phonics based books closely matched to support their learning.</p> <p>Children reading books linked to their 'reading passport' stage (banding system).</p> <p>Intervention to 'keep up, catch up' in reading to build fluency/develop comprehension skills.</p> <p>Links to spelling/speed sounds charts.</p> <p>Children enjoying 'Share a story' sessions.</p> <p>Weekly 'Reading Ring' sessions (45min) - developing strategies/ skills.</p> <p>Adults questioning pupils throughout whole class/group/ind. reading sessions and across the wider curriculum. (Question Stems)</p> <p>Adults questioning pupils throughout whole class/group/ind. reading sessions and across the wider curriculum. (Question Stems)</p> <p>Children independently selecting appropriate texts from class book corner/library.</p> <p>Children accessing a range of books from class book corners (<i>Raeburn Recommended Reads/ Topic links</i>).</p> <p>Classrooms displaying their 'reading journeys' for the books they have shared with annotations from children.</p> <p>A 'reading journey' is evident - display, photographs, children's annotations - preferences, themes, conventions.</p>	<p>Phonics teaching (RWI) for some children. Phonics based books closely matched to support their learning.</p> <p>Children reading books linked to their 'reading passport' stage (banding system).</p> <p>Intervention to 'keep up, catch up' in reading to build fluency/develop comprehension skills.</p> <p>Links to spelling/speed sounds charts.</p> <p>Children enjoying 'Share a story' sessions.</p> <p>Weekly 'Reading Ring' sessions (45min) - developing strategies/ skills.</p> <p>Adults questioning pupils throughout whole class/group/ind. reading sessions and across the wider curriculum. 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Books closely matched to support their learning.</p> <p>Some children reading books linked to their 'reading passport' stage (banding system).</p> <p>Intervention to 'keep up, catch up' in reading to build fluency/develop comprehension skills.</p> <p>Links to spelling/speed sounds charts.</p> <p>Children enjoying 'Share a story' sessions.</p> <p>Weekly 'Reading Ring' session (1hr)-independently applying strategies/skills.</p> <p>Adults questioning pupils throughout whole class/group/ind. reading sessions and across the wider curriculum. (Question Stems)</p> <p>Children joining in with discussions and recommending books that they have read to their peers, giving reasons for their choices.</p> <p>Children independently selecting appropriate texts from class book corner/library.</p> <p>Children accessing a range of books from class book corners (<i>Raeburn Recommended Reads/ Topic links</i>).</p> <p>A 'reading journey' is evident - display, photographs, children's annotations - preferences, themes, conventions, links, recommendations.</p>	<p>Phonics/targeted teaching for some children. 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