

Progression in Reading

EYFS

30-50 Months

Enjoys rhyming and rhythmic activities.
Shows awareness of rhyme and alliteration.
Recognises rhythm in spoken words.
Listens to and joins in with stories and poems, one-to-one and also in small groups.
Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.
Beginning to be aware of the way stories are structured.
Suggests how the story might end.
Listens to stories with increasing attention and recall.
Describes main story settings, events and principal characters.
Shows interest in illustrations and print in books and print in the environment.
Recognises familiar words and signs such as own name and advertising logos.
Looks at books independently.
Handles books carefully.
Knows information can be relayed in the form of print.
Holds books the correct way up and turns pages.
Knows that print carries meaning and, in English, is read from left to right and top to bottom.

40-60 Months

Continues a rhyming string.
Hears and says the initial sound in words.
Can segment the sounds in simple words and blend them together and knows which letters represent some of them.
Links sounds to letters, naming and sounding the letters of the alphabet.
Begins to read words and simple sentences.
Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books.
Enjoys an increasing range of books.
Knows that information can be retrieved from books and computers.
Early Learning Goal: Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.



Progression in Reading

Autumn 1; Marvellous Me... Pete the Cat The Colour Monster Not Now Bernard Rainbow Fish My Mum & Dad Make Me Laugh In Every House, on Every Street Incredible You What Makes Me a Me? Blue Monster Wants it All	Autumn 2; Let's Celebrate What's in the Witches Kitchen? Whatever next? A Dark, Dark Tale Poppy and the Blooms The Best Diwali Ever The Dot CHRISTMAS BOOK ADVENT – UNWRAP A NEW STORY EACH DAY	Spring 1; Once Upon a Time... Little Red Riding Hood The Gingerbread Man 3 Billy Goats Gruff Jack & the Beanstalk Goldilocks & the 3 Bears The 3 Little Pigs
Spring 2; A World of pure Imagination... Nibbles; The Book Monster The Hairy Toe The Bog Baby The Gruffalo Ellie's Magic Wellies Beegu Where the Wild Things Are Freddie and the Fairy The Foggy Foggy Forest Dragon Post	Summer 1; Bugs & Beanstalks... Sam plants a Sunflower The extraordinary Gardener Wild Bee and Me The King of Tiny Things Superworm The Very Hungry Caterpillar Aaaargh Spider What the Ladybird Heard The Girl Who Loves Bugs Stanley's Stick	Summer 2; Transport & Travel... Naughty Bus The 100 Decker Rocket/ Bus You Can't Take an Elephant on the Bus Lost and Found Once Upon a Wish How to Catch a Star

Progression in Reading

Year 1

<p>Phonic Knowledge – taught using Read Write Inc Phonics.</p>	<ul style="list-style-type: none"> • To blend sounds in unfamiliar words using the GPCs that they have been taught. • To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. • To read common exception words, noting unusual correspondences between spelling and sound and where these occur in words. • To read words containing taught GPCs. • To read words containing -s, -es, -ing, -ed and -est endings. • To read words with contractions (for example, I’m, I’ll, we’ll). • To read texts that are consistent with their developing phonic knowledge accurately that do not require them to use other strategies to work out words.
<p>Reading Aloud- taught through helicopter stories and The Poetry Basket.</p>	<ul style="list-style-type: none"> • To retell familiar stories in increasing detail. • To recite simple poems by heart.
<p>Comprehension – Taught using the RWI story books</p>	<ul style="list-style-type: none"> • To discuss word meaning and link new meanings to those already known. • To check that a text makes sense to them as they read and to self-correct. • To begin to make simple inferences. • To discuss the significance of titles and events. • To join in discussions about a text, take turns and listen to what others say.
<p>Reading for Pleasure Reading for pleasure is promoted throughout the day. Daily Storytime Reading for pleasure book boxes and allocated reading for pleasure time. Library</p>	<ul style="list-style-type: none"> • To re-read texts to build up fluency and confidence in word reading. • To continue to demonstrate a pleasure in reading and a motivation to read. • To link what they have read or hear read to their own experiences. • To listen and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.

Progression in Reading

Class Texts to be read aloud



Traditional tales

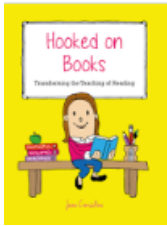
- Chicken Lickin
- The Enormous Turnip
- Rumpelstiltskin
- The Elves and the Shoemaker
- The Princess and the Pea
- The Three Little Pigs

Progression in Reading

In Years 2 -6 children are taught reading through 'Hooked on Books' by Jane Considine

Year 2

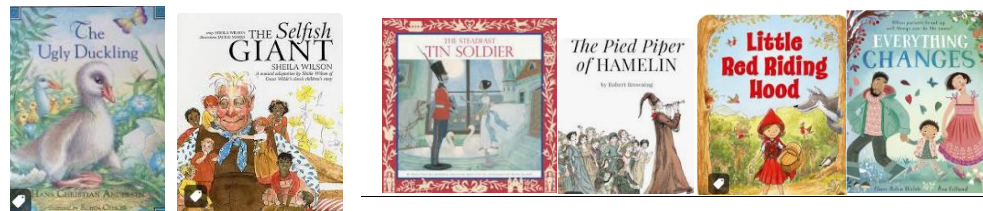
<p>F I can spot positive and negative emotions in the story</p> <p>A I can read dialogue with expression</p> <p>N I can find devices used by the author to create a setting/scene</p> <p>T I can find examples of 'touch' words or sentences in stories and non-fiction</p> <p>A1 I can generate questions about the text in relation to action in the story</p> <p>S I can recognise that smell can evoke particular moods and atmospheres</p> <p>T1 I can explain how authors can reflect a sense of time and place using taste</p> <p>I I can deduce what a character might be thinking using both text and pictures</p> <p>C I can locate relevant information about noise, noise levels and silence in stories and non-fiction</p>	<p>S I can explain in detail where a story is set.</p> <p>T I can recognise the differences between front covers for non-fiction and stories.</p> <p>Y I can categorise relationships and begin to use vocabulary from the text to describe the nature of them.</p> <p>L I can identify a story's beginning, middle and end.</p> <p>I I can generate questions before reading and later retrieve specific answers to my questions.</p> <p>S1 I can consider parallels between story characters' problems and real-life issues.</p> <p>T1 I can notice the dominant idea in a story and how characters reflect the theme.</p> <p>I1 I can identify interesting parts of a story/non-fiction text and explain why.</p> <p>C I can compare how one character is similar or different to others.</p>	<p>A I can notice how writers emphasis messages, e.g. <i>CAPITALISATION</i>, a sentence on its own, words and illustrations combined.</p> <p>N I can understand the differences between narratives and play scripts.</p> <p>A1 I can identify apostrophes used to show omissions and can pronounce the contracted forms correctly, e.g. <i>can't</i>, <i>don't</i>.</p> <p>L I can identify how words/phrases have been used to create effects, e.g. <i>humour</i>, <i>atmosphere</i>.</p> <p>Y I can discuss how and why a story is similar/different to my personal experiences.</p> <p>T I can retrieve information from a text to support a personal argument.</p> <p>I I can make simple inferences about thoughts/feelings/reasons for actions.</p> <p>C I can locate specific information that reflects the message of a story.</p> <p>S I can predict what might happen next on the basis of more than one clue.</p>
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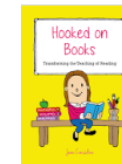
Books to read aloud



Tradition Tales



Progression in Reading



Year 2 Whole Class Comprehension

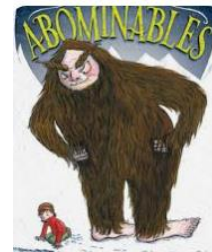
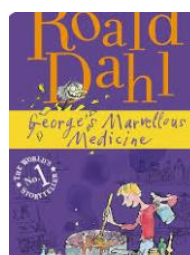
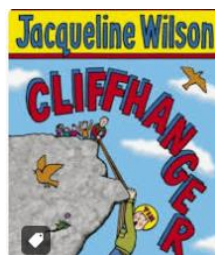
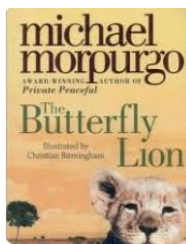
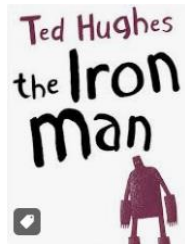
<u>Autum 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
RWI storybook session	Fluency Project – <ol style="list-style-type: none"> 1. The Hare and the Tortoise 2. Solomon Crocodile 3. Big Blue Whale 4. Egg Box Dragon 5. Emily’s Legs 6. The Twits 7. The Dragon Machine 8. The Hen Who Wouldn’t Give Up 	Poetry The Sound Collector Non-fiction Dunlop, McAdam and Macintosh Narrative Katie In London	Poetry Our Playground Non-Fiction Amelia Earhart Narrative Dragon’s Breath	Poetry Kind Non-Fiction The World’s smallest and largest bird. Narrative Mrs Goat and her 7 little kids.	Poetry Double Trouble Non-fiction Dogs in Space Narrative The Owl who was Afraid of the Dark

Progression in Reading

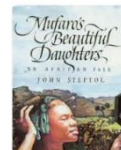
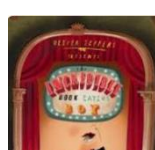
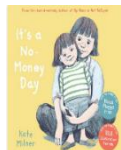
Year 3

<p>F I can talk about the correlation between story events and how a character feels</p> <p>A I can recognise why testimonials might be used in persuasive texts</p> <p>N I can find evidence of language that enables a reader to visualise scenes in a narrative</p> <p>T I can retrieve examples of touch and know the impact of this on a reader</p> <p>A1 I can understand that a writer can slow down action scenes e.g. longer sentences, detailed description of the setting.</p> <p>S I can consider how non-fiction writers, particularly recipe writers, appeal to our sense of smells, e.g. 'The sharp, citrusy aroma of fresh lemons' ...</p> <p>T1 I can discuss stories that include many/ no references to taste</p> <p>I I can imagine a scene in a story because of the description used by the author</p> <p>C I can identify negative sounds in a story e.g. <i>the window smashed loudly and the crash echoed down the corridor.</i></p>	<p>S I can identify words/phrases/clauses that enrich a setting.</p> <p>T I can consider the impact of colour and how this is used to attract attention.</p> <p>Y I can notice how an author reveals the nature of relationship through dialogue, actions and description.</p> <p>L I can provide simple explanations about events/information.</p> <p>I I can differentiate between facts and opinions in a non-fiction text.</p> <p>S1 I can provide advice for a central character.</p> <p>T1 I can find extracts to evidence how an author uses a theme to unify a story.</p> <p>I1 I can reflect on the most engaging aspects of a text.</p> <p>C I can infer a character's feelings, justifying my views with reference to the text.</p>	<p>A I can discuss the differing effects that authors have on readers.</p> <p>N I can adopt different reading styles according to text types.</p> <p>A1 I can decode words in context, using what I know about word beginnings and endings.</p> <p>L I can identify expressive and descriptive language and explain the effects.</p> <p>Y I can begin to show empathy for a character's dilemma.</p> <p>T I can comment on features in a text using supporting evidence, e.g. <i>A bad character is first revealed by a 'sly grin'.</i></p> <p>I I can make straightforward inferences, based on a single point of reference, e.g. He was upset because it says that he was crying.</p> <p>C I can explore underlying ideas and begin to sort and interpret the most important ones.</p> <p>S I can predict what might happen from two or more details (including illustrations).</p>
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Books to read aloud



Picture Books



Progression in Reading

Year 3 Whole Class Comprehension



<u>Autum 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Poetry Smile	Poetry What ifs	Poetry Strict	Poetry Give and Take	Poetry Land of Blue	Poetry Matilda
Narrative Stone Age Boy	Narrative The Twits	Narrative Pugs of Frozen North	Non Fiction The colours of history	Non-fiction The secrets of Stone Henge	Fiction You're a bad man Mr Gum
Non-fiction Stone Age and Akara Brae	Non-Fiction Fossil Hunter	Non-fiction My Skin, Your Skin	Fiction Night Sky Dragons	Fiction Boy who saved a bear	Fiction Alien in the jam factory

Progression in Reading

Year 4

<p>F I can collect a range of evidence to reflect on a character's emotional response to certain situations</p> <p>A I can assess the effectiveness of alternatives to the word 'said'</p> <p>N I can understand that authors use detailed descriptions to enable readers to build vivid mental pictures.</p> <p>T I can decide whether the main characters are 'tactile' through the key action scenes.</p> <p>A1 I can understand the two types of 'action' in stories - major events and common actions.</p> <p>S I can explain how sense of smell is used to reflect social, historical and cultural traditions</p> <p>T1 I can identify why 'taste' is important in particular non-fiction texts</p> <p>I I can understand that some characters are secretive about their real thoughts</p> <p>C I can explore alternative sounds to be included in a narrative to achieve differing outcomes</p>	<p>S I can analyse the effectiveness of settings to certain parts of stories.</p> <p>T I can understand that layout choices by the author are deliberate, explaining why I believe certain decisions were made.</p> <p>Y I can discuss how a relationship evolves from the beginning of a book to the end.</p> <p>L I can compare two texts and explain the similarities and differences.</p> <p>I I can sort facts into most/least significant in both stories and non-fiction.</p> <p>S1 I can identify the central problem of a story and how it is solved.</p> <p>T1 I can talk about the central theme of a text and summarise it, e.g. <i>betrayal of loved ones</i>.</p> <p>I1 I can analyse the effect of certain plot points on the reader.</p> <p>C I can recognise how characters are presented in different ways, using text references to justify my responses.</p>	<p>A I can comment on the success of texts in provoking particular responses.</p> <p>N I can identify vocabulary and symbolic features related to text-types.</p> <p>A1 I can decode unknown words from roots and spelling patterns.</p> <p>L I can notice that non-fiction writers use key words for cohesion.</p> <p>Y I can talk with friends about books in an opinionated and extended way, i.e. four or five sentences orally.</p> <p>T I can locate information confidently, using ICT resources and skills such as text marking.</p> <p>I I can infer meaning from a text, applying my knowledge of the world.</p> <p>C I can recognise that different characters can represent different messages for readers.</p> <p>S I can predict what might happen from some implied details (including illustrations).</p>
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Books to read aloud



Picture Books



Progression in Reading

Year 4 Whole Class Comprehension



<u>Autum 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Narrative Seven Ghosts	Poetry Let there be peace	Non-fiction A Cat's Guide to the Night Sky	Poetry Things that Lurk in the Library	Poetry Colours	Non-fiction Ancient Egyptians
Non-fiction The Water Cycle	Narrative How to Train your Dragon	Narrative Time Travelling with a Hamster	Non-Fiction A Life Electric – A story of Nikola Tesla	Narrative Highrise Mystery	Poetry Seafever
Narrative The Gladiators from Capua	Non-fiction Linnaeus	Narrative Krinklekrax	Narrative The Night Bus Hero	Narrative The Peculiar Tale of the Tentacle Boy	Narrative Otherland

Progression in Reading

Year 5

<p>F I can consider the wealth of emotions a character experiences from beginning to the end of a story</p> <p>A I can recognise when characters' spoken words do not match inner thoughts and actions</p> <p>N I can assess the effectiveness of the sense of sight for the reader</p> <p>T I can categorise positive and negative types of touch in a narrative</p> <p>A1 I can identify key events and how they challenge characters and keep readers interested</p> <p>S I can categorise positive and negative smells within a narrative and explain their functions in creating particular atmospheres</p> <p>T1 I can understand that authors provide insight into character 'tastes' to heighten empathy</p> <p>I I can imagine a character in a different scenario and through using textual evidence explain how they might think</p> <p>C I can identify how sounds can create tension and sense of suspense in a story</p>	<p>S I can analyse the importance of a setting to the plot line.</p> <p>T I can evaluate the effectiveness of layout devices used in non-fiction.</p> <p>Y I can explain the nature of relationships between a central character and others, exploring the subtleties of actions and words.</p> <p>L I can paraphrase sections of a text and comment on their impact on the reader.</p> <p>I I can understand how 'opinion' can be stated as fact, particularly in persuasive texts.</p> <p>S1 I can explore the predictable nature of a problem and resolution in a story.</p> <p>T1 I can recognise the universal idea that stretches through an entire story, e.g. <i>good over evil</i>.</p> <p>I1 I can see how chain reactions are established and understand their impact on a central character.</p> <p>C I can discuss the author's effectiveness in developing authentic characters.</p>	<p>A I can recognise how authors are able to manipulate reader responses.</p> <p>N I can show understanding of structure and language features in a range of non-fiction texts.</p> <p>A1 I can use grammar clues to make plausible guesses, e.g. <i>It must be a verb as one is needed in this clause</i>.</p> <p>L I can recognise common language devices used in non-fiction/story writing, e.g. <i>hyperbole, quotes, persuasion</i>.</p> <p>Y I can discuss how text comments on our society and culture.</p> <p>T I can skim and scan non-fiction texts to speed up research.</p> <p>I I can recognise how literary devices are used by an author to create intrigue and suspense.</p> <p>C I can discuss how a story message changes, depending on the historical context of a story.</p> <p>S I can predict what might happen from two or more details.</p>
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Books to read aloud



Picture books



Progression in Reading



Year 5 Whole Class Comprehension

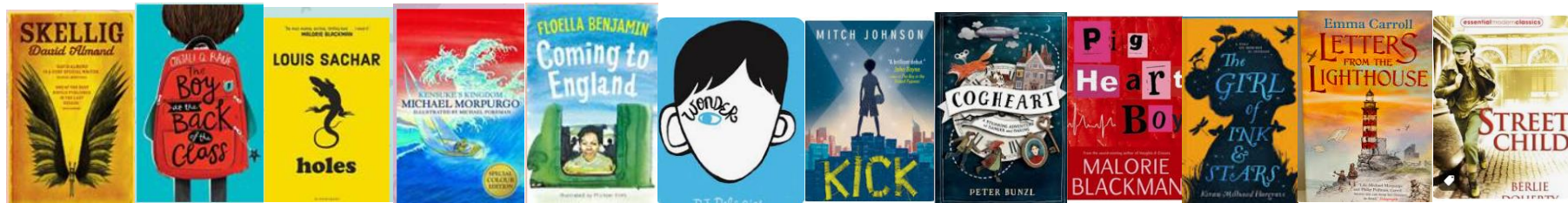
<u>Autum 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
Poetry – The poison Tree	Narrative Cosmic	Non-fiction Emperors of the Ice	Non-fiction/ narrative Diary of a young naturalist	Narrative Colour of the Sun	Narrative Wolf Brother
Narrative Who let the Gods out	Narrative There’s a boy in the girl’s bathroom	Non-fiction The undefeated	Narrative Brightstorm	A kind of spark The Hairy Toe	Narrative The Island at the of everything
Non-fiction Earth’s incredible places – Amazon river	Nonfiction This book is not rubbish	Non-fiction Davd Attenborough	Non-fiction Jane Goodall		Non-fiction Tanni Grey Thompson

Progression in Reading

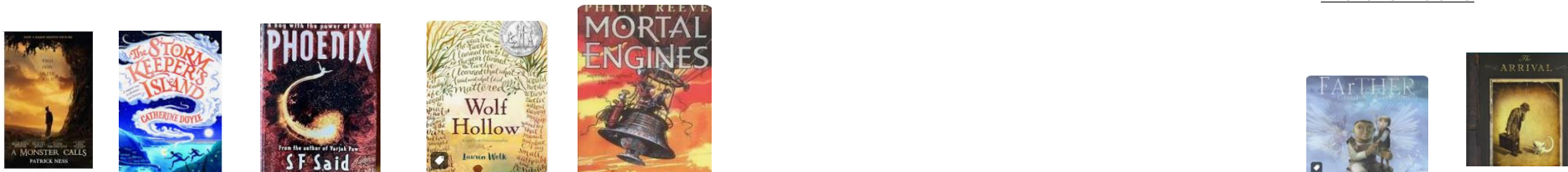
Year 6

<p>F I can consider how different characters can emotionally respond differently to the same event (s).</p> <p>A I can ask pertinent questions about a text.</p> <p>N I can explain what an author wants the reader to see and the details that reveal this.</p> <p>T I can assess characters' perceptions of other characters and consider the physical interactions between them</p> <p>A1 I can consider how action can be used to reinforce a character's development or to challenge our perceptions.</p> <p>T1 I can evaluate if 'smells' are a strong feature of an author's work.</p> <p>I I can reflect on when 'taste' is used in a narrative, and access its impact.</p> <p>C I can identify occasions when an author alters the reader's insight into a character's mind. I can trace different soundscapes in a narrative and their effects</p>	<p>S I can analyse how a story is set during a certain era, season or time of day.</p> <p>T I can consider the benefits of a themed and linked approach across a non-fiction/narrative text.</p> <p>Y I can reflect on character's personalities through the relationships they foster/reject.</p> <p>L I can explore a text's meaning for different readers. I can explore in detail the potential interpretations of an author and his/her opinions.</p> <p>I I can identify when an author builds an increasing sense that something is problematic.</p> <p>S1 I can identify the main theme in a text, as well as subsidiary themes.</p> <p>T1 I can analyse 'hard-hitting' aspects of a text and explain why they are so powerful.</p> <p>I1 I can provide clear evidence of a character's motivations, decisions and actions.</p>	<p>A I can consider writerly advice to help an author improve their work.</p> <p>N</p> <p>A1 I can explicitly state why a text fits a particular genre. I can draw conclusions about grammatical devices used by the writer to contribute to the overall effect.</p> <p>L I can comment on how language choices contribute to a text's overall effectiveness.</p> <p>Y I can recognise how a writer's point of view can influence a reader's point of view.</p> <p>T</p> <p>I I can support my critique with multiple references that work towards a clear point.</p> <p>C I can draw conclusions about characters/plot/events that go beyond the words. I can consider the validity of book's message for the reader and for society today. I can predict what might happen from some details implied and stated.</p>
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Books to read aloud



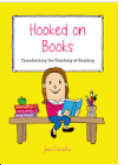
Picture Books





Progression in Reading

Year 6 Whole Class Comprehension



<u>Autum 1</u>	<u>Autumn 2</u>	<u>Spring 1</u>	<u>Spring 2</u>	<u>Summer 1</u>	<u>Summer 2</u>
<u>Poetry</u> Good Hope	<u>Non-fiction</u> The extraordinary life of Greta Thunberg	<u>Fiction</u> Letters from a Lighthouse	Pig Heart Boy	Skellig	Coming to England
<u>Non-Fiction</u> Alfred Wallace	<u>Fiction</u> Phoenix S F Said	<u>Poetry</u> Frog			
<u>Narrative</u> Athena	<u>Poetry</u> Rudyard Kipling	<u>Non-Fiction</u> The Islamic Golden Age			