



Primary Academy Reading Progression



Word Reading	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	Read individual letters by saying the sounds for them. Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. Read some letter groups that each represent one sound and say sounds for them. ELG: Word Reading Say a sound for each letter in the alphabet and at least 10 diagraphs. Read words consistent with their phonics knowledge by sound-blending.	Apply phonics knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes (letter or groups of letters) for all 40+ phonemes, including where applicable alternative sounds to graphemes Read accurately by blending sounds in unfamiliar words using GPC's that have already been taught. Read words containing taught GPCs. Read words containing –s, -es, -ing, -ed, -er and –est endings Read words with contractions	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. Read accurately by blending the sounds in words that contain graphemes taught so far, especially recognising alternative sounds for graphemes. Accurately read words of two or more syllables that contain the same graphemes as above. Read words containing common suffixes	Apply their growing knowledge of root words, prefixes and suffixes.	Read most words fluently and attempt to decode unfamiliar words with increasing speech and skill. Apply their knowledge of root words, prefixes and suffixes to read aloud fluently	Read most words fluently and attempt to decode any unfamiliar words with increasing speech and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes.	To read fluently with full knowledge of all Year 5/6 exception words, root words, prefixes and suffixes and to decode any unfamiliar words with increasing speech and skill, recognising their meaning through contextual cues.
Common Exception Words	Read a few common exception words matched to the school's	To read Year 1 common exception words, noting unusual	To read most Year 1 and Year 2 common exception words, noting	To begin to read Year 3 and Year 4 exception words	To read all of the Year 3 and Year 4 exception words discussing the	To read most Year 5 and Year 6 exception words, discussing the	To read all Year 5 and 6 exception words discussing the unusual correspondences



Primary Academy Reading Progression



	phonics programme ELG: Word reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	correspondences between spelling and sound and where these occur in words.	unusual correspondences between spelling and sound and where these occur in the word.		unusual correspondence between spelling and these occur in the word	unusual correspondences between spelling and sound and where these occur in the word.	between spelling and these occur in the word.
Fluency (Accuracy, automaticity and prosody)	Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment. ELG: Word Reading Read aloud simple sentences and books that are consistent with their phonic knowledge, including some	Blending phonemes together to form words. Reading groups of words, but groupings unrelated to context of sentence (groupings because of familiar pattern or group of words they could easily decode).	Automatically reads words from their orthographic store and decodes unknown words quickly. Searches for context clues to understand the meaning of new words. Recognise what pronouns are referring back to. Mostly pauses for end punctuation marks. Is aware of other punctuation but does not use it when reading. Understand why expression, flow and pace might change to show meaning and can	Read sentences with automaticity but groupings are unrelated to context of the sentence. Can understand the meaning of known words when they are encountered in novel contexts. Pauses appropriately for all punctuation but does not yet use it to cue expression. Chooses to vary expression, flow and pace to show meaning in places but this is not sustained in longer reads.		Read with good phrasing, preserving the syntax. Apply knowledge of roots words, word families and how prefixes/suffixes meaning to understand known words in different context. Pauses appropriately for punctuation marks and uses punctuation to cue expression and appropriate inflection. Has created a mental model of the text and uses this to inform their choices of expression, flow and pace whilst they read longer texts. Can explain the impact of their choice of the audience.	



Primary Academy Reading Progression



	common exception words		read in this way when it is modelled to them.		
--	-------------------------------	--	---	--	--

Reading Comprehension	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Understanding and Correcting Inaccuracies	Listen to and talk about stories to build familiarity and understanding Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To check that a text makes sense to them as they read and to self-correct.	Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and to correct inaccurate reading.				
Comparing, Contrasting and Commenting	Compare and contrast characters from stories including figures from the past. Retell the story, once they have developed a deep	To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.	To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can	Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books. Use appropriate terminology when	Discuss and compare texts from a wide variety of genres and writers. Read for a range of purposes.	Read a wide range of genres, identifying the characteristics of text types and differences between text types. Participate in discussions about	Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books



Primary Academy Reading Progression



	familiarity with the text, some as exact repetition and some in their own words. Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussion and small group interaction. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. Anticipate (where appropriate) key events in stories. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words	To link what they have read or have read to them to their own experiences. Retell familiar stories in increasing detail. Join in with discussions about a text, taking turns and listening to what other say. Discuss significant of titles and events.	read for themselves, explaining their understanding and expressing their views. Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales. Discuss the sequence of events in books and how items of information are related.	discussing texts (plot, character, setting)	Identify themes and conventions in a wide range of books. Refer to authorial style, overall themes and features.	book that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously. Identify main ideas drawn from more than one paragraph and to.	from other cultures and traditions. Recognise more complex themes in what they read. Explain and discuss their understanding of what they have read, including through formal presentations and debates.
--	--	---	--	--	--	--	---



Primary Academy Reading Progression



	and recently introduced vocabulary.						
Words in Context and Authorial Choice	Learn new vocabulary Use new vocabulary throughout the day. Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words. Use new vocabulary in different contexts. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems where appropriate Demonstrate understanding of what has been read	To discuss word meaning and link new meanings to those already known.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.	Check that the text makes sense to them, discussing their understanding and explain the meaning of words in context. Discuss authors' choice of words and phrases for effect.	Discuss vocabulary used to capture readers' interest and imagination.	Discuss vocabulary used by the author to create effect including figurative language. Evaluate the use of authors' language and explain how it has created an impact on the reader.	Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphors, similes, analogy, imagery, style and effect.



Primary Academy Reading Progression



	to them by retelling stories and narratives using their own words and recently introduced vocabulary. Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play.						
Retrieve information from texts.	Communication and language – Listen to and talk about stories to build familiarity and understanding. Pupils will be able to explain what has been read to them, remembering some key events, characters, places and facts	Pupils will be able to retrieve answers to simple literal who, what, where, when, which, who and how questions stated directly in a text, pointing to the general location of the answer.	Pupils will use scanning to search for key words about a specific topic. Pupils will be able to analyse a question to find which words to scan for in the text and apply this to answer questions.	Pupils will find the exact location of information in longer texts by using scanning skills and organisation devices such as paragraphs (subheadings to find answers to who, what, where, why, when, how, which questions	Pupils will be able to scan for alternative words or phrases that mean the same as question words such as pronouns or synonyms. Pupils will be able to check the accuracy of what they are retrieving by reading around the words/groups of words they find.	Pupils will skim a whole text first to work out which paragraph or section of text an answer may be located in. Pupils will then scan the paragraph or section of text to retrieve the specific information they need, quoting from the text accurately to support their answers where necessary	Using skimming, scanning and text marking, pupils will retrieve evidence and quotations accurately to support answers to questions which require analysis of mood/setting/characters and to support opinions and preferences.
Answering questions and recording answers	ELG – Offer explanation for why things might happen, making use of recently introduced vocabulary from	Answering questions orally Matching events to characters	Answer questions in a range of different forms such as matching, ordering or copying from the text.	Answer questions using a range of different formats to retrieve, record or explain information from the text.	Answer questions from a text using a range of different formats. Collect information from a range of	Answer questions in different formats to offer explanations about what they have read.	Answer retrieval questions in a range of formats. Recognise retrieval question types and how to answer the questions.



Primary Academy Reading Progression



	stories, non-fiction, rhymes and poems when appropriate.	Write short answers			different sources to present the information.	Recognise retrieval questions types and how to answer the questions	Use a range of strategies to answer the question based on how the question is presented.
Summarising	Communication and Language: Retell the story once they developed a deep familiarity with the text, some as exact repetition and some in their own words. ELG: Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Retell a short story. Identify characters names and settings from a story that they have heard multiple times.	Retell a story giving the main events. Retell facts that they have found from a text. Give short sentences about what they know about characters, setting and ideas from a text.	Retell main points of the story in sequence. Identify a few key points from across multiple paragraphs.	Summarise a sentence or paragraph by identifying the most important elements. Make brief summaries at regular intervals when reading	Make regular summaries of what they have read. Summarise a substantial amount of text. Summarise known information about characters, topics and give their opinions on this.	Make links to previous summarise whilst they have been reading. Update their ideas after reading further. Summarise their current understanding of the text at regular intervals.
Inference	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Pupils understand the roles and positions of items or character within a text. Begin to make simple inferences	Pupils make inference about the motivation for actions, behaviours and feelings. Make inferences on the basis of what is being said and done.	Pupils make inferences to help them understand a sentence or paragraph within a text.	Pupils make inferences to help them draw overarching meaning from a whole text.	Pupils use stated information to make inferences that are evidence based.	Pupils 'fill in the gaps' to create a rich mental representation of a text. Consider different accounts of the same event and to discuss viewpoints. Discuss how characters change and develop through texts by drawing inferences based on indirect clues.



Primary Academy Reading Progression



Prediction	Anticipate (where appropriate) key events in stories.	Predict what might happen on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far in a text.	Justify predictions using evidence from the text.	Justify predictions from details stated and implied.	Make predictions based on details stated and implied, justifying them in detail with evidence from the text.	Discuss how characters change and develop through texts by drawing inferences based on indirect clues.
------------	---	--	--	---	--	--	--