



Old Basford School reading progression document

Skill	YR 30-50 months F1 40-60 months F2 Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding	<ul style="list-style-type: none"> ● To enjoy rhyming and rhythmic activities. ● To show an awareness of rhyme and alliteration. ● To recognise rhythm in spoken words. ● To continue a rhyming string. ● To hear and say the initial sound in words. ● To segment the sounds in simple words and blend them together and know which letter represents some of them. ● Say a sound for each letter in the alphabet and at least 10 digraphs. ● Read words consistent with their phonic knowledge by sound-blending. 	<ul style="list-style-type: none"> ● To apply phonic knowledge to decode words ● To speedily read all 40+ letters/groups for 40+ phonemes ● To read accurately by blending taught GPC ● To read common suffixes (-s, -es, -ing, -ed, etc.) ● To read multisyllable words containing taught GPCs ● To read contractions and understanding use of apostrophe ● To read aloud phonically-decodable texts. 	<ul style="list-style-type: none"> ● To secure phonic decoding until reading is fluent. ● To read accurately by blending, including alternative sounds for graphemes. ● To read multisyllable words containing these graphemes ● To read common suffixes. ● To read exception words, noting unusual correspondences. ● To read most words quickly & accurately without overt sounding and blending. 				<ul style="list-style-type: none"> ● 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.

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CEWs		<ul style="list-style-type: none"> To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> To read Y3/4 common exception words. 	<ul style="list-style-type: none"> To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.
Fluency	<ul style="list-style-type: none"> To show interest in illustrations and print in books and print in the environment. To recognise familiar words and signs such as own name and advertising logos. To look and handle books independently (holds books the correct way up and turns pages). To ascribe meanings to marks that they see in different places. To begin to break the flow of speech into words. To begin to read words and simple sentences. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	<ul style="list-style-type: none"> To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. 	<ul style="list-style-type: none"> To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading. To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. 	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary. 	<ul style="list-style-type: none"> At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.



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Self correction / making sense	<ul style="list-style-type: none">• To know that print carries meaning and, in English, is read from left to right and top to bottom.• To understand humour, e.g. nonsense rhymes, jokes.	<ul style="list-style-type: none">• To check that a text makes sense to them as they read and to self-correct.• To draw on what they already know or on background information and vocabulary provided by the teacher.• To explain clearly their understanding of what is read to them.	<ul style="list-style-type: none">• To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.• To check that the text makes sense to them as they read and to correct inaccurate reading. By drawing on what they already know or on background information and vocabulary provided by the teacher	<ul style="list-style-type: none">• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.• Asking questions to improve their understanding of a text.• Identifying main ideas drawn from more than one paragraph and summarising these.	<ul style="list-style-type: none">• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.• Asking questions to improve their understanding.
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<p>Connecting and becoming familiar with texts</p>	<ul style="list-style-type: none"> • To listen to stories with increasing attention and recall. • To enjoy an increasing range of books. • Listen 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. • 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"> • To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • To recognise and join in with predictable phrases participate in discussion about what is read to them, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales recognising simple recurring literary language in stories and poetry. • Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Asking questions to improve their understanding of a text • Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. • Identifying themes and conventions in a wide range of books. • Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. 	<ul style="list-style-type: none"> • Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes. • Making comparisons within and across books. • Increasing 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 • Identifying and discussing themes and conventions in and across a wide range of writing
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Non Fiction	<ul style="list-style-type: none"> To know that information can be relayed in the form of print. To know that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> To discuss features and layout. 	<ul style="list-style-type: none"> Being introduced to non-fiction books that are structured in different ways. 	<ul style="list-style-type: none"> Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> Distinguish between statements of fact and opinion. Retrieve, record and present information from nonfiction.
Poetry and performance	<ul style="list-style-type: none"> To listen to and join in with stories and poems, one-to-one and also in small groups. To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others. To develop preference for forms of expression. To play cooperatively as part of a group to develop and act out a narrative. Sing a range of well-known nursery rhymes and songs; Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. Make use of props and materials when role playing characters in narratives and stories. 	<ul style="list-style-type: none"> Learning to appreciate rhymes and poems, and to recite some by heart. 	<ul style="list-style-type: none"> Continuing 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"> Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Recognising some different forms of poetry. 	<ul style="list-style-type: none"> Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

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Vocabulary 1a/2a	<ul style="list-style-type: none"> To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> Discussing word meanings, linking new meanings to those already known. 	<ul style="list-style-type: none"> Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. 	<ul style="list-style-type: none"> Using dictionaries to check the meaning of words that they have read. 	
Inference 1d/2d	<ul style="list-style-type: none"> To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events. 	<ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done. Developing inference through use of pictures. 	<ul style="list-style-type: none"> Making inferences on the basis of what is being said and done. Answering and asking questions. 	<ul style="list-style-type: none"> To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. 	<ul style="list-style-type: none"> Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence To discuss how characters change and develop through texts by drawing inferences based on direct clues.
Prediction 1E/2E	<ul style="list-style-type: none"> To anticipate key events and phrases in rhymes and stories. To suggest how a story might end. 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. 	<ul style="list-style-type: none"> Predicting what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> To justify predictions using evidence from the text. 	<ul style="list-style-type: none"> Predicting what might happen from details stated and implied.

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Explanation	<ul style="list-style-type: none"> To describe main story settings, events and principal characters. Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate. 		<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 	<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. 	<ul style="list-style-type: none"> 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.
Retrieval 1B/2B	<ul style="list-style-type: none"> To begin to be aware of the way stories are structured. 	<ul style="list-style-type: none"> To develop their knowledge of retrieval through images 	<ul style="list-style-type: none"> Asking and answering retrieval questions 	<ul style="list-style-type: none"> To retrieve and record information from a fiction text. 	
Sequence / summary		<ul style="list-style-type: none"> To retell familiar stories orally To discuss the sequence of events in books and how items of information are related. 	<ul style="list-style-type: none"> To sequence the events of a story they are familiar with. 	<ul style="list-style-type: none"> Identifying main ideas drawn from more than one paragraph and summarising these. 	<ul style="list-style-type: none"> Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.
Authorial intent				<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. 	<ul style="list-style-type: none"> 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.



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Discussing reading	<ul style="list-style-type: none">• Demonstrate understanding of what they have read when talking to others.• Listen 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.• Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.	<ul style="list-style-type: none">• Participate in discussion about what is read to them, taking turns and listening to what others say.• Explain clearly their understanding of what is read to them	<ul style="list-style-type: none">• Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say.• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	<ul style="list-style-type: none">• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	<ul style="list-style-type: none">• Recommending books that they have read to their peers, giving reasons for their choices.• Participate in discussions about books, building on their own and others' ideas and challenging views courteously.• Explain and discuss their understanding of what they have read, including through formal presentations and debates.• Provide reasoned justifications for their views
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