Progression in Reading

The table shows when concepts should be introduced first, not necessarily when they should be completely understood. It is very important, therefore, that the content in earlier years be **revisited** in subsequent years to consolidate knowledge and build on pupils' understanding. Teachers should also go beyond the content set out here if they feel it is appropriate.

	Autumn	Spring	Summer
EYFS Phonics	• Phase 1 review: environmental sounds, body percussion, instrumental sounds, rhyme, alliteration, voice sounds. • Phase 2: letter recognition; s a t p i n m d g o c k ck e by first half term. • Phase 2: letter recognition; u, r, h, b, f, ff, ll, ss by end of term. • segmenting, initial sounds, beginning to blend • Introduction of high frequency words. Linked to taught sounds, see attached sheet. • Introduction of alien/nonsense words • Developing vocabulary skills, explaining picture books, retrieve information from the pictures, prediction. • Wordless picture books • Books with words linked to phonic teaching and ability.	• Phase 3: Digraphs, trigraphs; j, v, w, x, y, z, zz, qu, ch, sh, th, ng, ai, ee, igh, oa, oo, oo, ar, or, ur, ow, oi, ear, air, ure, er. • High frequency and tricky word recognition- see attached sheet. • Books with words linked to phonic teaching and ability. • Variety of fiction and non-fiction books. • Varied vocabulary • Inference skills, retrieval skills.	• Phase 4: Consolidation of previously learnt phonemes and graphemes. • High frequency, tricky and poly-syllabic words. • Exposure to 80 of the first 100 high frequency words to be taught- see attached sheet. • Variety of fiction, non-fiction and poetry books. • Continue developing varied vocabulary. • Sequencing skills, explanations.

	Autumn	Spring	Summer
Year 1	• Review and assess phase2/3/4 phonics. • Extended focus on phase 4 • Recognising digraphs in words naturally. • Begin to teach phase 5 phonics • Consolidate all HFW that correspond with phase 2/3. • Compound and polysyllabic words. • Targeted comprehension skills • Variety of texts • Features of non-fiction and fiction books. • Read these books to build up their fluency and confidence in word reading. • Common Exception Word	• Secure phase 5 phonics. • Introduce alien words in phonics screener format - where all sounds needs to be applied. • Phonics screener practise and respond to assessment • Read 100 HFWs • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • Focused comprehension • Introduce chapter books for those ready • Encourage a love of reading - children to start to develop interests in texts.	• Phonics to focus on gaps in phases 2/3/4/5. • Read 100 HFWs and apply most if not all to spelling. • Respond to Final phonics screening data - bridge gaps in learning to support Year 2. • Read words with contractions [I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Children to share a book of interest from their home. • Share all books with class to discuss genres and content.
Year 2	• Phonics recap • Alternative pronunciations. • Read many common exception words. • Blending the sounds in words that contain the common graphemes for all 40+ phonemes. • Two or more syllables that contain the same grapheme/ phoneme correspondences • Read aloud many words quickly and accurately • Sound out many unfamiliar words accurately.	• Put words into alphabetical order • How to use a dictionary. • Read accurately most words of 2 or more syllables. • Read most words containing common suffixes. • Read most common exception words. • Sound out most unfamiliar words without hesitation. • Make some inferences. • Explain what has happened so far. • Read most words accurately so they can focus on their understanding rather than decoding individual words.	• Recap phonics all phases. • Recognise in a text: statement, question, command, exclamation • Read 90 words per minute. • Check that the text makes sense to them, explain the meaning of words in context. • Make inferences. • Make a plausible prediction. • Make links between books.

	Decoding Skills	Predicting and Summarising	Retrieval Skills	Language Skills	Analysis Skills	Inference and Deduction Skills
Year 2 (KS1)	• Continue to apply phonic knowledge and skills as the route to decode words. • Read with growing fluency (without overt sounding and blending). • Read accurately by blending sounds in words that contain the graphemes taught so far (including alternative graphemes). • Read accurately words with two or more syllables. • Read Year 1 common exception words and most Year 2 common exception words. • Can read, taking into account punctuation including ? and !	• Make predictions about a text using a range of clues. • Retell familiar stories with growing confidence. • Summarise a story, giving the main points clearly in sequence.	• Retell a wide range of stories, fairy stories and traditional tales. • Retell an unknown story: beginning, middle and end. • Locate some specific information e.g key events, characters' names. • Locate specific information on a given page in relation to a direct question	• Express views on a wide range of poetry, stories and non-fiction. • Discuss the sequences of events in books and how items of information are related. • Ask questions about a text. • Compare similarities and differences between texts.	• Recognise simple recurring literacy language in stories and poems. • Discuss and understand the meaning of new words linking the meaning to known vocabulary. • Discuss their favourite words and phrases. • Begin to talk about the features of some non-fiction texts (instructions, non-chronological report and letters).	• Make inferences on the basis of what has been said or done. • Provide simple explanations about events and information e.g why a character has acted in a particular way.

	Decoding Skills	Predicting and Summarising	Retrieval Skills	Language Skills	Analysis Skills	Inference and Deduction Skills
LKS2	• Continue to apply phonic knowledge and skills as the route to decode words that are monosyllabic and polysyllabic.	• Read silently and then discuss what they have read. • Summarise and begin to paraphrase key ideas from across a text in own words. • Summarise and explain main points, referring back to the text. • Make plausible predictions based on knowledge from the text and wider connections. • Justify and elaborate on opinions and predictions, referring back to the text for evidence.	• Locate information and key ideas by skimming and scanning. • Locate information in a text to support their thoughts and discussions. • Use knowledge of text structure to locate information. • Use text marking to support retrieval of information. • Refer to the text and quote directly from it to answer questions.	• Use a dictionary to understand meanings of new words they meet. • Use a thesaurus to understand and find synonyms. • Discuss potential meanings of ambitious vocabulary read. • Clarify the meaning of ambitious words and/or phrases in context. • Discuss words and phrases that capture the reader's interest and imagination.	• Understand how to use information texts (by layout, index, contents page and glossary) • Identify the difference between a wider range of non-fiction and fiction types and their features. • Explore preferences of text that they want to read. • Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. • Discuss how language structure and presentation link to meaning.	• Explore where language is used to create mood and build tension. • Use clues from action, description and dialogue to establish meaning. • Read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions. • Read between the lines to interpret meaning and/or explain how and why characters act, think or feel a certain way, using evidence from text. • Explore some straightforward underlying themes and ideas.

	Decoding Skills	Predicting and Summarising	Retrieval Skills	Language Skills	Analysis Skills	Inference and Deduction Skills
UKS2	• Continue to apply phonic knowledge and skills as the route to decode words that are polysyllabic and multisyllabic.	• Predict what might happen from details stated and implied. • Predict what might happen, justifying them in detail with evidence from the text. • Summarise main ideas. • Summarise, referring to the text to support opinions and elaborate, using quotations • Paraphrase ideas to make sense of more challenging texts.	• Skim and scan texts to find information. • Retrieve key details and collate ideas from a range of sources. • Retrieve key details and collate ideas from a range of places in a text. • Retrieve quotations from non-fiction. • Retrieve quotations from fiction	• Use a dictionary to understand meanings of new words they meet. • Use a thesaurus to understand and find synonyms and antonyms. • Work out the meaning of unknown words in context. • Discuss how figurative language creates images. • Discuss the impact of individual words and phrases on the reader. • Evaluate how authors use language, considering the impact of the reader.	• Compare and talk about the structures and features of a range of non-fiction texts. • Discuss the layout of a text and comment on its effectiveness. • Identify the purpose, audience and organisation of different fiction/non-fiction texts. • Identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements. • Analyse a character's motives throughout a story and use evidence from the text to back up opinions.	• Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence in the text. • Discuss messages, moods and feelings and attitudes using the clues from the text. • Discuss how an author builds a character through dialogue, action and description. • Identifies relationships between characters, explaining the effects this has on the reader. • Distinguish between fact and opinion.

Accelerated reader is used once children are phonetically ready to read a wider variety of books; this is generally in Year 2. Children's reading ages are assessed, and books selected accordingly.