

As children move through year groups, they continue to develop their love for and understanding of reading through access to age appropriate reading books and this in turn shows the level of difficulty / differentiation between the year groups.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p><b>ELG's</b></p> <p>*say a sound for each letter in the alphabet and at least 10 digraphs; -</p> <p>*read words consistent with their phonic knowledge by sound-blending; -</p> <p>*read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p> <p><b>*See EYFS progression document for further breakdown</b></p>	<p>*apply phonic knowledge and skills as the route to decode words.</p> <p>*respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>*read accurately by blending sounds in unfamiliar words containing GPC's that have been taught</p> <p>*read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>*read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>*read other words of more than one syllable that contain taught GPCs</p> <p>*read words with contractions (e.g. I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter (s)</p> <p>*read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other</p>	<p>*continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>*read accurately by blending sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>*read accurately words of two or more syllables that contain the same graphemes as above</p> <p>*read accurately words containing common suffixes</p> <p>*read further common exception words, noting unusual correspondences between spelling and sound where these occur in the word</p> <p>*read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>*read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically</p>	<p>:*apply their growing knowledge of root words, prefixes and suffixes (etymology (<i>the origin of a word and the historical development of its meaning</i>) and morphology (<i>looks at the way words are put together using small pieces called morphemes. A morpheme is the smallest part of a word that has meaning</i>)). as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word</p>	<p>:*apply their growing knowledge of root words, prefixes and suffixes (etymology (<i>the origin of a word and the historical development of its meaning</i>) and morphology (<i>looks at the way words are put together using small pieces called morphemes. A morpheme is the smallest part of a word that has meaning</i>)). as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>*read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>	<p>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet</p>

		strategies to work out words *re-read these books to build up their fluency and confidence in word reading	and without undue hesitation *re-read these books to build up their fluency and confidence in word reading				
<b>Range of Reading</b>	<b>*See EYFS progression document for further breakdown</b>	*listen to and discuss a wide range of age appropriate poems, stories and non-fiction at a level beyond that at which they can read independently *being encouraged to link what they read or hear read to their own experiences	*listen to, discuss and express views about a wide range of age appropriate contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	*listen to and discuss a wide range of age appropriate fiction, poetry, plays, non-fiction and reference books or textbooks *read books that are structured in different ways and read for a range of purposes	*listen to and discuss a wide range of age appropriate fiction, poetry, plays, non-fiction and reference books or textbooks * read books that are structured in different ways and reading for a range of purposes	*continuing to read and discuss an increasingly wide range of age appropriate fiction, poetry, plays, non-fiction and reference books or textbooks *read books that are structured in different ways and reading for a range of purposes	*continuing to read and discuss an increasingly wide range of age appropriate fiction, poetry, plays, non-fiction and reference books or textbooks *read books that are structured in different ways and reading for a range of purposes
<b>Familiarity with texts</b>	<b>(See EYFS progression document for further breakdown)</b>	*to become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases	*becoming increase familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry *introduce to non-fiction books structured in different ways	*increase their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally *identify themes and conventions in a wide range of books	*increase their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally *identify themes and conventions in a wide range of books	*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 *identify and discuss themes and conventions in and across a wide range of writing	*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 *identify and discuss themes and conventions in and across a wide range of writing
<b>Poetry and Performance</b>	<b>(See EYFS progression document for further breakdown)</b>	*learning to appreciate rhymes and poems, and to recite some by heart	*continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make meaning clear	*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action with support *recognise some different forms pf poetry (e.g. free verse, narrative poetry)	*prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action with limited support and increasing independence *recognise some different forms pf poetry (e.g. free verse, narrative poetry)	*learn a wider range of poetry by heart *with increasing confidence and independence, prepare 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	*learn a wider range of poetry by heart *confidently and independently prepare 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
<b>Understanding</b>	<b>ELG's *demonstrate understanding of what has been read to them by retelling stories and</b>	*draw on what they already know or on background information and vocabulary provided by the teacher	*draw on what they already know or on background information and vocabulary provided by the teacher	*use dictionaries to check the meaning of words that they have read	*use dictionaries to check the meaning of words that they have read *with increasing	*ask questions to improve their understanding *distinguish between facts and opinions	*ask pertinent questions to improve their understanding *confidently

	<p>narratives using their own words and recently introduced vocabulary</p> <p>(See EYFS progression document for further breakdown)</p>	<p>*check that the text makes sense to them as they read and correct inaccurate reading</p> <p>*explain clearly their understanding of what is read to them</p>	<p>*check that the text makes sense to them as they read and correct inaccurate reading</p> <p>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</p>	<p>*ask questions to improve their understanding of a text with minimal prompts</p>	<p>independence, children can ask questions to improve their understanding of a text.</p>	<p>*explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>*with increasing confidence, provide reasoned justifications for their views</p>	<p>distinguish between facts and opinions</p> <p>*confidently explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>*confidently provide reasoned justifications for their views</p>
Vocabulary (2a)	<p>ELG's</p> <p>*use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems during role-play</p> <p>(See EYFS progression document for further breakdown)</p>	<p>*discuss word meanings, link new meanings to those already known</p>	<p>*discuss and clarify the meaning of words, linking new meanings to known vocabulary</p> <p>*discuss their favourite words and phrases</p>	<p>*can check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context using substitution within a sentence e.g. <i>Jane had a high temperature and felt nauseous</i>. What could nauseous mean using substitution e.g. sick</p>	<p>*with an increased independence, check that the text makes sense to them, discussing their understanding and explaining the meaning of new words in the context of the sentence.</p>	<p>*check that a text makes sense to them, discussing their understanding and exploring the meaning of words in context confidently by 'reading around the word' in the context of a section or paragraph</p>	<p>*confidently checks that the book makes sense to them, discussing their understanding and exploring the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph</p>
Retrieval (1&2b)		<p>*identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>*participate in a discussion about what is being read to them through retrieving key information</p>	<p>*identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>*retrieve and record key information / key details from fiction and non-fiction, both verbally and in writing</p>	<p>*retrieve and record information from both fiction and non-fiction with minimal support</p> <ul style="list-style-type: none"> <li>Use the contents page and subheadings to locate information</li> <li>learn the skill of 'skim and scan' to retrieve details</li> <li>begin to use quotations from the text</li> </ul>	<p>*retrieve and record information from fiction and non-fiction with increasing confidence</p> <ul style="list-style-type: none"> <li>confidently skim and scan texts to record details</li> <li>using relevant quotes to support their answers to questions</li> </ul>	<p>*retrieve record and present information from both fiction non-fiction with increased confidence</p> <ul style="list-style-type: none"> <li>confidently skim and scan and also use the skill of reading before and after to retrieve information</li> <li>use evidence from across larger sections of text</li> </ul>	<p>*confidently retrieve, record and present information from both fiction and non-fiction</p> <ul style="list-style-type: none"> <li>confidently skim and scan and use the skill of reading before and after to retrieve information</li> <li>use evidence from across whole chapters or texts</li> </ul>
Sequencing (1 & 2c)	<p>ELG's</p> <p>*anticipate (where appropriate) key events in stories</p>	<p>*discuss the sequence of events in books and how items of information are related with minimum prompts</p>	<p>*discuss the sequence of events in books and how items of information are related</p>				

	(See EYFS progression document for further breakdown)						
<b>Summarising (2c)</b>				<p>*identify the main ideas drawn from more than one paragraph and summarise these</p> <ul style="list-style-type: none"> <li>begin to distinguish between important and less important information</li> <li>give a brief verbal summary of a story</li> <li>begin to write a summary</li> </ul>	<p>* identify the main ideas drawn from more than one paragraph and summarise these with increasing independence</p> <ul style="list-style-type: none"> <li>use skills developed in Y3 in order to write a brief summary of main points</li> <li>summarise whole chapters, paragraphs or texts</li> </ul>	<p>*summarise the main ideas drawn from more than one paragraph, page or chapter and identifying key details that support the main ideas.</p> <ul style="list-style-type: none"> <li>make connections between information across the text and include this in an answer</li> </ul>	<p>*succinctly summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</p> <ul style="list-style-type: none"> <li>Summarise information from across a text and link information by analysing and evaluating ideas between sections of texts</li> <li>Summarise entire texts in addition to chapters or paragraphs, using a limited amount of words or paragraphs</li> </ul>
<b>Inference (1 &amp; 2d)</b>		<p>*begin to make some inferences on the basis of what is being said and done with support</p>	<p>*make some inferences on the basis of what is being said and done</p>	<p>*show they understand what they have read by drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justify inferences with evidence from a specific point in the text</p>	<p>*with increasing independence, show they understand what they have read by drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justify inferences using more than one piece of evidence</p>	<p>*draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences using more than one piece of evidence and begin to draw evidence from more than one place across the text</p>	<p>*confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from different places across a text</p> <ul style="list-style-type: none"> <li>Discuss how characters change and develop through texts by drawing inferences based on indirect clues</li> </ul>
<b>Prediction (1 &amp; 2e)</b>		<p>*begin to predict what might happen on the basis of what has been read so far</p>	<p>*predict what might happen on the basis of what has been read so far with some prompting</p>	<p>*predict what might happen from details stated and implied with minimal prompting</p> <ul style="list-style-type: none"> <li>use relevant prior knowledge to help make predictions</li> </ul>	<p>*predict what might happen from details stated and implied with increasing confidence</p> <ul style="list-style-type: none"> <li>use relevant prior knowledge as well as details from the text to justify their predictions</li> <li>monitor their predictions and compare them with the text as they read on</li> </ul>	<p>*predict what might happen from details stated and implied selecting mostly appropriate evidence from the text to support their predictions</p> <ul style="list-style-type: none"> <li>confirm and modify their predictions as they read on</li> </ul>	<p>*confidently predict what might happen from details stated and implied using appropriate evidence from the text to support their predictions</p> <ul style="list-style-type: none"> <li>confirm and modify predictions in light of new information</li> </ul>



<b>Authorial Intent (2f and g)</b>				<p>* begin to identify how language, structure, and presentation contribute to meaning.</p> <ul style="list-style-type: none"> <li>With support, recognise authorial choices and the purpose of these</li> </ul> <p>*discuss words and phrases that capture the reader's interest and imagination</p>	<p>* With increasing independence, children can identify how language, structure, and presentation contribute to meaning.</p> <ul style="list-style-type: none"> <li>recognise authorial choices and the purpose of these</li> </ul> <p>*discuss words and phrases that capture the reader's interest and imagination and how changing language and presentation can alter and clarify meaning</p>	<p>*identify how language, structure and presentation contribute to meaning</p> <p>* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader and how this would change if the author had made different choices</p> <ul style="list-style-type: none"> <li>give reasons for authorial choices</li> </ul>	<p>*confidently identify how language, structure and presentation contribute to meaning</p> <p>* Confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <ul style="list-style-type: none"> <li>give reasons for authorial choices and justify them using pertinent evidence related to the text</li> </ul>
<b>Comparison (2h)</b>						<p>*make comparisons within and across different books</p>	<p>*confidently make comparisons within and across a range of different books</p>
<b>Discussing reading</b>		<p>*participate in discussions about what is read to them, taking turns and listening to what others say with support</p>	<p>*participate in discussions 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 with minimal support</p>	<p>*with minimal prompts, participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>*with increasing independence, participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>*participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>*recommend books that they have read to their peers, giving reasons for their choices</p>	<p>*confidently participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</p> <p>*recommend books that they have read to their peers, giving reasons for their choices</p>