Bay Primary School Reading Progression Document

Progression for Decoding and Word Reading

Word Reading	EYFS Reception DM Early Learning Goals	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and Decoding	**Literacy:** 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 digraphs. Read words consistent with their phonic knowledge by sound-blending.	To apply phonic knowledge and skills as the route to decode words. 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 words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings. To read words with contractions, e.g. I'm, I'll and we'll.	To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. To accurately read most words of two or more syllables. To read most words containing common suffixes.*	To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.* To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.

Bay Primary School Reading Progression Document

Common Exception Words	**Literacy:** Read a few common exception words matched to the school's phonic programme. **ELG: Word Reading** Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	To begin to read Y3/Y4 exception words.*	To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occur in the word.	To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	To read all Y5/Y6 exception words*, discussing the unusual correspondences between spelling and these occur in the word.
Fluency	**Literacy:** 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 common exception words.	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.	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.	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. However all children will still be encouraged to read widely both independently and to an adult to continue to monitor fluency. Identified children will receive extra support in all areas of word reading as required			

Bay Primary School Reading Progression Document

Progression for Exploring Vocabulary and Word Meaning

Vocabulary and Word Meaning	EYFS Reception DM Early Learning Goals	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Build a wide vocabulary	Communication and Language: Learn new vocabulary. Use new vocabulary through the day. Use new vocabulary in different contexts. ELG: Comprehension Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Make collections of interesting words and use them when talking about books and stories.	Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read.	Identify where an author uses alternatives and synonyms for common or overused words and speculate about the shades of meaning implied.	Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading.	Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts and how it can be used outside science.	Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries.
Use a dictionary effectively		Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in	Use dictionaries to locate words by the initial letter.	Locate words in a dictionary by the first two letters.	Locate words in a dictionary by the third and fourth place letters.	Use dictionaries effectively to locate word meanings and other information about words; understanding abbreviations and determining which definition is the most	Use dictionaries, glossaries confidently and efficiently in order to locate information about words met in reading.

Bay Primary School Reading Progression Document

		dictionaries and agree which is the most useful in the context.				relevant to the context. Use a dictionary to check a suggested meaning.	Identify the most appropriate meaning of a word used in a text from alternative definitions given in a dictionary.
Explain the meanings of words	**Communication and Language:** Use new vocabulary in different contexts.	Discuss word meanings, linking new meanings to those already known	Discuss and clarify the meanings of new words, linking new meanings to known vocabulary Begin to use a range of skills (morphology and word classes) to identify the meaning of unknown words to help place them into context.	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words.	Apply their growing knowledge of root words, prefixes and suffixes to understand the meaning of new words they meet. Identify unfamiliar vocabulary and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference.	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. In persuasive writing and other texts investigate how language is used to present opinion. Distinguish between fact, opinion and fiction in different texts; biography, autobiography, argument,	Apply their growing knowledge of grammar, morphology and etymology to understand the meaning of new words that they meet in context. Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. In autobiography, biographical and in texts written for mixed purpose (leaflets that are both informative and persuasive), distinguish between fact, opinion and fiction.
Identify how language contributes to meaning	**ELG: Speaking** Offer explanations for why things might happen, making use of recently	Explore the effect of patterns of language and repeated words and phrases in familiar stories.	Investigate traditional story language, e.g. story openers and endings,	Discuss the language used to create significant aspects of a text; opening, build up, atmosphere	Understand how writers use figurative and expressive language to create images and	Discuss the meaning of figurative language (metaphors and similes) and idiomatic words and	Identify and discuss idiomatic phrases, expressions and comparisons (metaphors, similes

Bay Primary School Reading Progression Document

	introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Identify and discuss some key elements of story language.	language to show time. Speculate about why an author might have chosen a particular word and what was the desired effect, by considering alternative synonyms.	and how a writer implies as well as tells. Discuss author's choice of words and phrases that describe and create impact; adjectives and expressive verbs.	atmosphere; create moods, build tension, describe attitudes or emotions. Discuss the meaning of similes.	phrases used in a text, beginning to explain the purpose and impact of such choices. Investigate how writers use words and phrases for effect; to persuade, to convey feelings, to entice a reader to continue.	and embedded metaphors), using appropriate technical vocabulary. Consider how authors have introduced and extended ideas about characters, events or topics through language choice. Comment critically on how a writer uses language to imply ideas, attitudes and points of view.

Progression for Retrieval

Retrieval	EYFS Reception DM Early Learning Goals	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Retrieve information from texts	Communication and Language: Listen to and talk about stories to build familiarity and understanding.	Discuss characters' appearance, behaviour and the events that happen to them, using details from the text. Find specific information in simple texts they've read or that have been read to them about an	Identify what is known for certain from the text about characters, places and events in narrative and about different topics in non-fiction. Give reasons why things happen where this is directly explained in the text.	Locate, retrieve and collect information from texts about significant elements or aspects; characters, events, topics. Take information from diagrams, flow charts and forms where it is presented graphically.	Identify and discuss key sentences and words in texts which convey important information about characters, places, events, objects or ideas. Take information from diagrams, flow charts and forms	Establish what is known about characters, events and ideas in both narrative and non-fiction, retrieving details and examples from the text to support their understanding or argument.	Use evidence from across a text to explain events or ideas. Identify similarities and differences between characters, places, events, objects and ideas in texts.

Bay Primary School Reading Progression Document

		event, character or topic.	Locate information using contents, sub-headings, page numbers etc.		where it is presented graphically.	Locate information confidently and efficiently, using the full range of features of the information text being read.	Retrieve information from texts and evaluate its reliability and usefulness.
Ask retrieval questions	**Communication and Language:** Ask questions to find out more and to check they understand what has been said to them. **ELG: Listening, Attention and Understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.	Ask questions to understand what has happened in stories they have read or been read to them.	Ask what, where, and when questions about a text to support and develop their understanding.	Clarify their understanding of events, ideas and topics by asking questions about them.	Identify elements of a text which they do not understand and ask questions about it.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.	Ask questions to clarify their understanding of words, phrases, events and ideas in different texts.
Answer questions and record answers	**ELG: Speaking** Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Match events to characters in narrative and detail and information to objects or topics in non-fiction texts.	Retrieve information from a text and re-present it in a variety of forms; matching and linking information, ordering and copying.	Use different formats to retrieve, record and explain information about what they have read in both fiction and non-fiction texts; flow charts, for and against columns, matrices and charts.	Retrieve and collect information from different sources and re-present it in different forms; chart, poster, diagram. Answer questions on a text using different formats.	Use different formats to capture, record and explain what they have read. Recognise different types of comprehension questions (retrieval/inferential) and know whether the information required will be explicitly stated or implied in the text.	Record details retrieved from the text in a variety of ways; true/false grid, comparisons table. Recognise different types of comprehension questions (retrieval/inferential) and know whether the information required will be explicitly stated or implied in the text.

Bay Primary School Reading Progression Document

						Answer questions requiring open-ended responses.	Vary the reading strategies they use and mode of answering according to what is expected of them by the question.
Summarise Understanding	**Communication and Language:** Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. **ELG: Comprehension** Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	Identify and discuss the setting and names of characters in a story.	Retell a story giving the main events. Retell some important information they've found out from a text. Draw together information from across a number of sentences to sum up what is known about a character, event or idea. Choose from given ideas.	Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage.	Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.	Make regular, brief summaries of what they've read, identifying the key points. Summarise a substantial section of text or short story. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.	Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas in light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text at regular intervals.

Progression for Inference

Inference	EYFS Reception DM Early Learning Goals	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Bay Primary School Reading Progression Document

Infer from what characters say and do		Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud.	Make inferences about characters from what they say and do, focusing on important moments in a text.	Understand how what a character says or does impacts on other characters, or on events described in the narrative. Infer characters' feelings in fiction.	Deduce the reasons for the way that characters behave from scenes across a short story.	Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions.	Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters.
Identifying evidence to support and justify opinion.		Make inferences about character types based on actions; good / bad / hero etc. Make links to personal experiences when inferring.	With support, answer simple inference questions about character feelings by making a point and supporting it with 'evidence' from the text. Draw upon knowledge of the topic outside the book including other similar books when giving reasons for an opinion.	Re-read sections of texts carefully to find 'evidence' to support their ideas about a text. Answer simple inference questions about character feelings, thoughts and motives by making a point and supporting it with 'evidence' from a text.	Support their ideas about a text by quoting or by paraphrasing from it. Answer inferential questions about character feelings, thoughts and motives from their actions at different points in the story, both orally and in writing by making a point, providing evidence and explaining it.	Identify and summarise evidence from across a text to support a hypothesis. Infer and explain how character feelings, thoughts and motives have changed over the course of the text. Identify statements of fact and opinion.	Identify material from texts to support an argument, know when it is useful to quote directly, paraphrase or adapt. Identify and summarise evidence from across a text to support a hypothesis. Identify statements of fact and opinion.
Ask inferential questions		Ask questions to explore what characters say and do.	Ask questions to understand more about characters and events in narrative or the topic in non-fiction.	Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic.	Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read.	Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding,	Ask questions to clarify and explore their understanding of what is implied in the text.
Predicting	ELG: Comprehension	Predict whether a book will be story or	Make predictions prior to reading based upon the title,	Make predictions prior to reading based upon the title,	Make predictions prior to reading about the likely type	Make predictions about characters and anticipate	Make predictions about characters, plots and themes of

Bay Primary School Reading Progression Document

	Anticipate – where appropriate – key events in stories.	non-fiction based on the cover and title. Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts. Predict what might happen based on what has been read so far.	cover and skim reading of illustrations. Make plausible predictions based upon events in the text so far showing an understanding of the ideas, events or characters they are reading about.	cover and skim reading of illustrations, contents page and headings. Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded. Make predictions drawing on knowledge from other texts or background topic knowledge.	of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing. Use information about characters to make plausible predictions about their actions, identifying evidence in the text. Make predictions drawing on knowledge from other texts.	events, based upon their own experience, what has been read so far and knowledge of other similar texts – identifying a range of evidence within and beyond the text to support opinion. Discuss the plausibility of their predictions and categorise them as likely / unlikely based on prior reading.	stories based upon knowledge of fiction genres, knowledge of the world and from reading other similar texts. Make predictions using evidence stated and implied. Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.

Progression for Reading across a range of text types and how different features contribute to meaning

Range of Reading	EYFS Reception DM Early Learning Goals	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Range of texts / genres	Communication and Language: Engage in storytimes. Listen carefully to rhymes and songs,	Read for themselves: key stories, fairy stories and traditional tales. Listen to a wide range of poems, stories and non-	Read for themselves a wider range of stories, fairy stories and traditional tales. Listen to a wide range of contemporary and	Read for themselves a wide range of books, including fairy stories, myths and legends. Listen to a wide range of 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.		Read for themselves an increasingly wide range of 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. Read a wide range of books, including myths, legends, traditional stories, modern	

Bay Primary School Reading Progression Document

	paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary. **ELG: Comprehension** Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	fiction at a level beyond that at which can be read independently.	classic poetry stories and non-fiction at a level beyond that at which can be read independently.			fiction, classic fiction from our literary heritage and books from other cultures and traditions.	
Identify main themes and ideas in a range of books and understand how these are developed over a text	**ELG: Comprehension** Anticipate – where appropriate – key events in stories.	Pick out significant events, incidents or information that occur through a text. Link familiar story themes to their own experiences; illness, getting lost, going away.	Discuss familiar story themes that they have read or heard. Give reasons why things happen or change over the course of a narrative.	Identify typical story themes; trials and forfeits, good and evil, weak over strong, wise and foolish. Discuss how characters' feelings, behaviour and relationships change over a text.	Identify social, moral or cultural issues or themes in stories; the dilemmas faced and dealt with by characters or the moral of the story. Link cause and effect in narratives and recounts. Explain how ideas are developed in non-fiction texts.	Begin to distinguish between plot events / details and the main themes in the texts they read. Identify how ideas and themes are explored and developed over a text; how a story opening can link to its ending or how characters change over a narrative.	Understand how a writer develops themes, ideas or points of view over a text. Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. Discuss how this can change over the course of the text.

Bay Primary School Reading Progression Document

						Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic.	In non-fiction texts discuss how the sense of the writer can develop over a text; autobiographies.
Identify how structure and presentation contribute to meaning **(Narrative, non-fiction and poetry)**	**Communication and Language:** Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Identify and compare basic story elements; beginnings and endings in different stories. Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.	Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved. Explain organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points. Identify and discuss patterns of rhythm, rhyme and other features which influence the sound of a poem.	Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic. Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.	Explore narrative order (introduction, build up, crisis, resolution and conclusion) and how scenes are built up and concluded through description, action and dialogue. Identify the main features of non-fiction texts including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently. Identify different patterns of rhyme and verse in poetry; choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.	Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution. Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose; recounts, instructions, explanations, persuasive writing and argument. Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.	Understand aspects of narrative structure; how paragraphs build up a narrative, how chapters or paragraphs are linked together. Understand how writers use the features and structure of information texts to help convey their ideas or information. Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.
Make comparisons	**Understanding the World:** Compare and contrast characters	Discuss and compare events or topics they have read about or have listened to.	Identify, collect and compare common themes in stories and poems.	Make comparisons between events in narrative or information texts on	Collect information to compare and contrast events, characters or ideas.	Make comparisons between the ways that different	Make comparisons and draw contrasts between different

Bay Primary School Reading Progression Document

within and across texts	from stories, including figures from the past.		Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts.	the same topic or theme. Compare and contrast writing by the same author.	Compare and contrast books and poems on similar themes.	characters or events are presented. Compare the way that ideas or themes are presented in different texts or in different versions (including other media; film) of the same text.	elements of a text and across texts. Compare and contrast the work of a single author. Investigate different versions of the same story or different books on the same topic, identifying similarities and differences.

Progression for Discussing, Evaluating and Performing Reading

Discussing Reading	EYFS Reception DM Early Learning Goals	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain the intended impact of words and phrases on the reader (Vocabulary link)	**Communication and Language:** Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.	Recognise and join in with predictable phrases.	Discuss their favourite words and phrases from the text.	Discuss words and phrases that capture the reader's interest and imagination.	Discuss words and phrases that capture the reader's interest and imagination, reasons for their choices.	Discuss how language contributes to overall meaning. Discuss how authors use figurative language and the impact of these on the reader.	Explain how words and phrases create a particular mood, feeling or attitude. Consider the impact on the reader of a range of vocabulary and language devices.

Bay Primary School Reading Progression Document

Develop and express their understanding	**Communication and Language:** 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. **ELG: Listening, Attention and Understanding** Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to. Make comments about what they have heard and ask questions to clarify their understanding.	Discuss reasons why things happen in the texts they read or are read to them. With support and using given sentence stems express their understanding orally.	Discuss themes, plots, events and characters, comparing stories by the same and different authors. Using given sentence stems express their understanding orally.	Express ideas and give opinions about stories and poems, identifying specific words and phrases to support their ideas.	With increasing confidence, comment on ideas introduced in a passage or section they've read drawing on evidence from the text to do so. Compare and contrast stories, justifying their preferences and opinions.	Contribute to a discussion where a group explore their understanding of a topic raised through reading. Discuss and comment on texts and present their ideas in appropriate and helpful formats.	Contribute constructively to a discussion about reading, responding to and building on the views of others. Comment critically on the impact of books they have read.
Demonstrate understanding through retelling and reciting orally	Communication and Language: Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.	Retell stories using some of the features of story language. Learn and recite simple poems and rhymes, with actions, and re-read them from the text.	Retell stories giving the main points or events in sequence and highlighting significant moments or incidents. Retell stories individually and	Present stories, showing awareness of the different voices by dramatizing readings, showing differences between the narrator and the characters.	Choose and prepare stories, poems and play scripts for performance, identifying appropriate expression, tone, volume and use of	Distinguish in reading aloud a story, poem or play script, between narrator and characters, and between different characters.	Read aloud different texts, including poetry and prose, discussing and drawing out similarities and relationships of theme, format and language.

Bay Primary School Reading Progression Document

	Learn rhymes, poems and songs. **ELG: Being Imaginative and Expressive** Perform songs, rhymes, poems and stories with others.		through role play in groups, using dialogue and narrative from the text. Learn, re-read and recite favourite poems, conveying meaning by taking account of punctuation.	Read, prepare and present poems and play scripts.	voices and other sounds. Rehearse and improve their performance when reading texts aloud, in order to demonstrate their understanding.	Read, rehearse, evaluate and modify a performance of a story, poem or play script to convey meaning and emotion.	Read aloud to interpret poems or stories where meanings are conveyed directly and implied, varying the performance to convey meaning to an audience.
Evaluate the text		Talk about aspects of the text that they like.	Explain why they like a particular text.	Say why they prefer one text to another. Begin to identify why one non-fiction text is more useful than another, according to their purpose.	Identify aspects or features that make a text entertaining, informative or useful.	Analyse the features of engaging or useful texts, e.g. effective openings or endings, the presentation and resolution of problems (in narratives), clarity, purpose and enthusiasm for a topic in non-fiction.	Identify the features that make some texts more effective than others.

Progression of key reading strategies

Reading Strategies	EYFS Reception DM Early Learning Goals	Key Stage 1		Key Stage 2			
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Use prior knowledge and make links to support understanding	**ELG: The Natural World** Know some similarities and differences between the natural world	Think about what they know about events or topics prior to reading.	Link the events or topic from a text to their own experience and / or information they know.	Link the events or topic from a text to their own experience and / or information gathered. Begin to make links to similar	Link what they've read in a text to what they know, their experience and that of others, and	Use background knowledge or information about the topic or text type to establish expectations about a	Comment on what they have read and compare this to what they expected to read, e.g. in relation to events,

Bay Primary School Reading Progression Document

	around them and contrasting environments, drawing on their experiences and what has been read in class.		Recognise how books are similar to others they have read or heard.	books they have read.	their experience of reading similar texts.	text. Compare what is read to what is expected.	ideas etc. Make comparisons between a text and others they have read.
Skim, scan and read closely*	Play fastest finger in phonics – scan phoneme spotters to find key words.	Skim read a page / text using names, captions, titles and images. Play fastest finger in phonics – scan phoneme spotters to find key words.	Speculate about the meaning of the section or page by skim reading title, contents page, illustrations, headings and subheadings. Scan pages to find specific information, using key words, phrases or headings. Read sections of text more carefully to answer a specific question.	Skim opening sentences of each paragraph to get an overview of a page or section of text. Scan contents, indexes and pages to locate specific information accurately. Identify sections of a text that they need to read carefully in order to find specific information or answer a question.	Skim read a text to get an overview of it. Scan for key words, phrases and headings. Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. summarise a text.	Locate information accurately through skimming to gain an overall sense of the text. Scan a text to gain specific information or evidence to support answers to questions. Use the skills of skimming and scanning to identify sections of text to read more carefully and re-read / read on as appropriate.	Evaluate the value o a text for an identified purpose, drawing on information acquired by skimming and scanning. Read carefully sections of texts to research information and to answer questions. Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum.
Visualise reading	**ELG: Creating with Materials** Make use of props and materials when role playing characters in narratives and stories.	Visualise what they have been reading through drawing or acting out.	Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or series of events.	Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.	Visualise the information they have read about by mapping, illustrating, representing information graphically and acting out. Use information from the text to justify their visual representations.	Re-present visualisations to a text graphically; map making (retrieval) and emotions maps (inference). Comment on the illustrations and graphic representations they encounter in texts and compare them to their own visualisations of the text.	

Bay Primary School Reading Progression Document

Annotating text		Mark significant incidents in a story or information in a non-fiction text.	Make simple notes on a text; underlining key words or phrases, adding headings etc.	Read and identify the main points or gist of the text; underlining or highlighting key words or phrases, listing key points or marking important information. Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading,	Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful.	Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate.	Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful.

* Definitions:

Skimming – getting an overview of a text by reading key signposts which indicate meaning – for example the title, subheadings, captions, labels and looking at photographs or illustrations in an information book, reading the first sentence of each paragraph in a narrative.

Scanning – reading down a text to locate a specific word or phrase in it.

Close reading – reading the identified section of text slowly and carefully to find specific information and collect 'evidence'. This slow reading is usually done for a specific, identifiable purpose.