



# Supporting Progression in Reading

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## Overview

This document has been designed to provide an overview of the progression in curriculum expectations for EYFS to Year 6 in reading.

This includes the outline of each of the core areas of the reading curriculum including:

- **Word Reading**
- **Comprehension**

There are also additional progression documents for Key Stage 1 and 2 linked specifically to the Content Domains taken from the National end of Key Stage assessments.

This document also refers to the key fundamentals in reading, including:

- Early Reading & Phonics
- Fluency
- Knowledge
- Vocabulary
- Strategies
- Reading for Pleasure

## Document Purpose

This document has been designed to support the **planning and progression** of the reading curriculum in school and can be used by Leaders and teaching staff.

This document draws from the National Curriculum and schools can contextualise these further by making explicit references to their own approaches to reading.

For example, there may be a specific approach around vocabulary development that you may wish to reference.

It is useful to consider also what literary knowledge children are developing as part of their reading curriculum entitlement.

**School documentation** including long-term overviews will show how content is mapped out within different year groups. This will relate to individual school curriculums and the opportunities children have to develop their reading. This also includes reading spines.

- Communication and Language
- Literacy
- Expressive Arts and Design
- Understanding the World

| Reading: Word Reading    |          |  |
|--------------------------|----------|--|
| Phonics and Decoding     |          |  |
| Three and Four-Year-Olds | Literacy | <ul style="list-style-type: none"> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul>  |
| Reception                | Literacy | <ul style="list-style-type: none"> <li>• Read individual letters by saying the sounds for them.</li> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read some letter groups that each represent one sound and say sounds for them.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> </ul> |
| ELG                      | Literacy | Word Reading <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>  |
| Common Exception Words   |          |  |
| Reception                | Literacy | <ul style="list-style-type: none"> <li>• Read a few common exception words matched to the school's phonic programme.</li> </ul>  |

| Fluency                  |          |         |   |
|--------------------------|----------|---------|---|
| Three and Four-Year-Olds | Literacy |         | <ul style="list-style-type: none"> <li>• Understand the five key concepts about print:               <ul style="list-style-type: none"> <li>• print has meaning</li> <li>• print can have different purposes</li> <li>• we can read English text from left to right and from top to bottom</li> <li>• the names of different parts of a book</li> <li>• page sequencing</li> </ul> </li> <li>• Develop their phonological awareness, so that they can:               <ul style="list-style-type: none"> <li>• spot and suggest rhymes</li> <li>• count or clap syllables in words</li> <li>• recognise words with the same initial sound, such as money and mother</li> </ul> </li> </ul> |
| Reception                | Literacy |         | <ul style="list-style-type: none"> <li>• Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>• Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</li> <li>• Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</li> </ul>  |
| ELG                      | Literacy | Reading | <ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>   |

## Reading: Comprehension

### Understanding and Correcting Inaccuracies

|                          |                            |               |   |
|--------------------------|----------------------------|---------------|---|
| Three and Four-Year-Olds | Communication and Language |               | <ul style="list-style-type: none"> <li>• Enjoy listening to longer stories and can remember much of what happens.</li> <li>• Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> <li>• Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>   |
|                          | Literacy                   |               | <ul style="list-style-type: none"> <li>• Engage in extended conversations about stories, learning new vocabulary.</li> </ul>  |
| Reception                | Communication and Language |               | <ul style="list-style-type: none"> <li>• Listen to and talk about stories to build familiarity and understanding.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> |
| ELG                      | Literacy                   | Comprehension | <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>   |

### Comparing, Contrasting and Commenting

|                          |                            |  |  |
|--------------------------|----------------------------|--|--|
| Three and Four-Year-Olds | Communication and Language |  | <ul style="list-style-type: none"> <li>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</li> </ul>  |
| Reception                | Understanding the World    |  | <ul style="list-style-type: none"> <li>Compare and contrast characters from stories, including figures from the past.</li> </ul>   |
| ELG                      | Communication and Language | Listening, Attention and Understanding | <ul style="list-style-type: none"> <li>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.</li> </ul> |
|                          |                            | Speaking                               | <ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>                         |

### Words in Context and Authorial Choice

|                          |                            |               |  |
|--------------------------|----------------------------|---------------|--|
| Three and Four-Year-Olds | Communication and Language |               | <ul style="list-style-type: none"> <li>Use a wider range of vocabulary.</li> </ul>   |
|                          | Literacy                   |               | <ul style="list-style-type: none"> <li>Engage in extended conversations about stories, learning new vocabulary.</li> </ul>   |
| Reception                | Communication and Language |               | <ul style="list-style-type: none"> <li>Learn new vocabulary.</li> <li>Use new vocabulary throughout the day.</li> <li>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>Use new vocabulary in different contexts.</li> <li>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul> |
| ELG                      | Communication and Language | Speaking      | <ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>   |
|                          | Literacy                   | Comprehension | <ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>   |

### Inference and Prediction

|                          |                            |               |  |
|--------------------------|----------------------------|---------------|--|
| Three and Four-Year-Olds | Communication and Language |               | <ul style="list-style-type: none"> <li>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</li> </ul>   |
| ELG                      | Communication and Language | Speaking      | <ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> |
|                          | Literacy                   | Comprehension | <ul style="list-style-type: none"> <li>Anticipate (where appropriate) key events in stories.</li> </ul>  |

| Poetry and Performance   |                            |                                  |  |
|--------------------------|----------------------------|----------------------------------|--|
| Three and Four-Year-Olds | Communication and Language |                                  | <ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> <li>• Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</li> </ul>   |
|                          | Expressive Arts and Design |                                  | <ul style="list-style-type: none"> <li>• Take part in simple pretend play, using an object to represent something else even though they are not similar.</li> <li>• Begin to develop complex stories using small world equipment like animal sets, dolls and dolls houses, etc.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down and down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> </ul> |
| Reception                | Communication and Language |                                  | <ul style="list-style-type: none"> <li>• Engage in storytimes.</li> <li>• Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</li> <li>• Learn rhymes, poems and songs.</li> </ul>  |
|                          | Expressive Arts and Design |                                  | <ul style="list-style-type: none"> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Develop storylines in their pretend play.</li> </ul>  |
| ELG                      | Literacy                   | Comprehension                    | <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> </ul>  |
|                          | Expressive Arts and Design | Creating with Materials          | <ul style="list-style-type: none"> <li>• Make use of props and materials when role playing characters in narratives and stories.</li> </ul>  |
|                          |                            | Being Imaginative and Expressive | <ul style="list-style-type: none"> <li>• Invent, adapt and recount narratives and stories with their peers and their teacher.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li> </ul>   |

| Non-Fiction |                            |               |  |
|-------------|----------------------------|---------------|--|
| Reception   | Communication and Language |               | <ul style="list-style-type: none"> <li>• Engage in non-fiction books.</li> <li>• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</li> </ul>     |
| ELG         | Communication and Language | Speaking      | <ul style="list-style-type: none"> <li>• Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul> |
|             | Literacy                   | Comprehension | <ul style="list-style-type: none"> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>                    |

## Word Reading

### **Pupils should be taught to:**

Apply phonic knowledge and skills as a route to decode words.

Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including where applicable, alternative sounds for graphemes.

Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.

Read common exception words, noting unusual correspondences between spelling and the sound and where these occur in the word.

Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings.

Read other words of more than one syllable that contain taught GPCs.

Read words with contractions (for example, I'm, I'll, we'll) and understand that the apostrophe represents the omitted letter (s).

Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.

Re-read these books to build up my fluency and confidence in word reading.

Apply phonic knowledge and skills as a route to decode words.

## Comprehension

### **I can develop pleasure in reading, motivation to read, vocabulary and understanding by:**

Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which I can read independently.

Being encouraged to link what I have read or heard read to my own experiences.

Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Recognising and joining in with predictable phrases.

Learning to appreciate rhymes and poems, and to recite some by heart.

Discussing word meanings, linking new meanings to those already known.

## Comprehension (Continued)

**I can understand both the books I can already read accurately and fluently and those I listen to by:**

Drawing on what I already know or on background information and vocabulary provided by my teacher.

Checking that the text makes sense to me as I read and correcting any inaccurate reading.

Discussing the significance of the title and events.

Making inferences on the basis of what is being said and done.

Predicting what might happen on the basis of what has been read so far.

**I can participate in discussion about what is read to me, taking turns and listening to what others say.**

**I can explain clearly my understanding of what is read to me.**

### Key Notes from the National Curriculum

- During Year 1, teachers should build on work from the Early Years Foundation Stage making sure that pupils can sound and blend unfamiliar printed words quickly and accurately using the phonetic skills and knowledge that they have already learnt.
- Teachers should ensure that their teaching develops pupils' oral vocabulary as well as their ability to understand and use a variety of grammatical structures, giving particular support to pupils whose oral language skills are insufficiently developed.

## Word Reading

### **Pupils should be taught to:**

Continue to apply phonic knowledge and skills as a route to decode words until automatic decoding has become embedded and reading is fluent.

Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.

Read accurately words of two or more syllables that contain the same graphemes as above.

Read words containing common suffixes.

Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.

Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.

Read aloud books closely matched to my improving phonics knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.

Re-read these books to build up my fluency and confidence in word reading.

## Comprehension

### **I can develop pleasure in reading, motivation to read, vocabulary and understanding by:**

Listening to, discussing and expressing views about a wide range of contemporary and classic poems, stories and non-fiction at a level beyond that at which I can read independently.

Discussing the sequence of events in books and how items of information are related.

Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.

Being introduced to non-fiction books that are structured in different ways.

Recognising simple recurring literary language in stories and poetry.

Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.

Discussing my favourite words and phrases.

Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

## Comprehension (Continued)

**I can understand both the books I can already read accurately and fluently and those I listen to by:**

Drawing on what I already know or on background information and vocabulary provided by my teacher.

Checking that the text makes sense to me as I read and correcting any inaccurate reading.

Making inferences on the basis of what is being said and done.

Answering and asking questions.

Predicting what might happen on the basis of what has been read so far.

## Comprehension

**I can participate in discussion about books, poems and other works that are read to me and those that I can read to myself, taking turns and listening to what others say.**

**I can explain and discuss my understanding of books, poems and other materials, both those that I listen to and those that I can read to myself.**

## Key Notes from the National Curriculum

- By the beginning of Year 2, pupils should be able to read all common graphemes. They should be able to read unfamiliar words containing these graphemes accurately and without undue hesitation, by sounding them out in books that are matched closely to each pupil's level or word reading knowledge.
- During Year 2, teachers should continue to focus on establishing pupils' accurate and speedy word reading skills.
- Pupils should revise and consolidate the GPCs and the common exception words taught in Year 1. The exception words taught will vary slightly, depending on the phonics programme being used. As soon as pupils can read words comprising the Year 2 GPCs accurately and speedily, they should move on to the Years 3 and 4 programme of study for word reading.
- Deliberate steps should be taken to increase pupils' vocabulary and their awareness of grammar so that they continue to understand the differences between spoken and written language.

## Word Reading

### **Pupils should be taught to:**

Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.

Read further exception words, noticing the difference between spelling and sound.

## Comprehension

### **I can develop my positive attitude to reading and understanding of what I read by:**

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.

Using dictionaries to check the meaning of words I have read.

Becoming more familiar 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.

Preparing poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action.

Discussing words and phrases that capture the reader's interest and imagination.

Recognising some different forms of poetry (for example, free verse, narrative poetry)

### **I can understand what I read in books and I can read independently by:**

Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.

Asking questions to improve my understanding of a text.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Identifying main ideas drawn from more than one paragraph and summarising these.

Identifying how language, structure, and presentation help me to understand the meaning of a text.

## Comprehension (Continued)

**I can retrieve and record information from non-fiction.**

**I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.**

### Key Notes from the National Curriculum

- By the beginning of Year 3, pupils should be able to read books written at an age-appropriate interest level.
- As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become fluent and enthusiastic readers who read widely and frequently.
- They should be learning to justify their views about what they have read: with support at the beginning of Year 3 and increasingly independently by the end of Year 4.
- They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.
- The knowledge and skills that pupils need in order to comprehend are very similar across different ages. This is why the programmes of study for comprehension in Years 3 and 4 and Years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

## Word Reading

### **Pupils should be taught to:**

Apply my growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.

Read further exception words, noticing the difference between spelling and sound.

## Comprehension

### **I can develop my positive attitude to reading and understanding of what I read by:**

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.

Using dictionaries to check the meaning of words I have read.

Becoming more familiar 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.

Preparing poems and play scripts to read aloud and to perform, showing my understanding through intonation, tone, volume and action.

Discussing words and phrases that capture the reader's interest and imagination.

Recognising some different forms of poetry (for example, free verse, narrative poetry)

### **I can understand what I read in books and I can read independently by:**

Checking that the text makes sense to me, discussing my understanding and explaining the meaning of words in context.

Asking questions to improve my understanding of a text.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Identifying main ideas drawn from more than one paragraph and summarising these.

Identifying how language, structure, and presentation help me to understand the meaning of a text.

## Comprehension (Continued)

**I can retrieve and record information from non-fiction.**

**I can participate in discussion about both books that are read to me and those I can read for myself, taking turns and listening to what others say.**

### Key Notes from the National Curriculum

- By the beginning of Year 3, pupils should be able to read books written at an age-appropriate interest level.
- As their decoding skills become increasingly secure, teaching should be directed more towards developing their vocabulary and the breadth and depth of their reading, making sure that they become fluent and enthusiastic readers who read widely and frequently.
- They should be learning to justify their views about what they have read: with support at the beginning of Year 3 and increasingly independently by the end of Year 4.
- They should demonstrate understanding of figurative language, distinguish shades of meaning among related words and use age-appropriate, academic vocabulary.
- The knowledge and skills that pupils need in order to comprehend are very similar at different ages. This is why the programmes of study for comprehension in Years 3 and 4 and Years 5 and 6 are similar: the complexity of the writing increases the level of challenge.

## Word Reading

### **Pupils should be taught to:**

Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.

## Comprehension

### **I can develop my positive attitude to reading and understanding of what I read by:**

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.

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.

Recommending books that they have read to their peers, giving reasons for their choices.

Identifying and discussing themes and conventions in and across a wide range of writing.

Making comparisons within and across books.

Learning a wider range of poetry by heart.

Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience.

### **I can understand what I read in books and I can read independently by:**

Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.

Asking questions to improve my understanding.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea.

Identifying how language, structure, and presentation contribute to meaning.

## Comprehension (Continued)

**I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.**

**I can distinguish between statements of fact and opinion.**

**I can retrieve, record and present information from non-fiction.**

**I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others’ ideas and challenging views courteously.**

**I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.**

**I can provide reasoned justifications for my views.**

### Key Notes from the National Curriculum

- By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.
- By the end of Year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across all subjects and not just in English.
- The knowledge and skills that pupils need in order to comprehend are very similar are different ages. This is why the programmes of study for comprehension in Years 3 and 4 and Years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should continue to apply what they have already learnt to more complex writing.

## Word Reading

### **Pupils should be taught to:**

Apply growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words.

## Comprehension

### **I can develop my positive attitude to reading and understanding of what I read by:**

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.

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.

Recommending books that they have read to their peers, giving reasons for their choices.

Identifying and discussing themes and conventions in and across a wide range of writing.

Making comparisons within and across books.

Learning a wider range of poetry by heart.

Preparing poems and play to read aloud and to perform, showing understanding through intonation, tone, volume so that the meaning is clear to an audience.

### **I can understand what I read in books and I can read independently by:**

Checking that the book makes sense to me, discussing my understanding and exploring the meaning of words in context.

Asking questions to improve my understanding.

Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Predicting what might happen from details stated and implied.

Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main idea.

Identifying how language, structure, and presentation contribute to meaning.

## Comprehension (Continued)

**I can discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.**

**I can distinguish between statements of fact and opinion.**

**I can retrieve, record and present information from non-fiction.**

**I can participate in discussions about books that are read to me and those I can read for myself, building on my own and others’ ideas and challenging views courteously.**

**I can explain and discuss my understanding of what I have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary.**

**I can provide reasoned justifications for my views.**

### Key Notes from the National Curriculum

- By the beginning of Year 5, pupils should be able to read aloud a wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace.
- By the end of Year 6, pupils’ reading and writing should be sufficiently fluent and effortless for them to manage the general demands of the curriculum in Year 7, across all subjects and not just in English.
- The knowledge and skills that pupils need in order to comprehend are very similar are different ages. This is why the programmes of study for comprehension in Years 3 and 4 and Years 5 and 6 are similar: the complexity of the writing increases the level of challenge. Pupils should continue to apply what they have already learnt to more complex writing.

# Year 1 – Content Domain Progression

|   |  |
|---|--|
| <b>Vocabulary</b><br><br><i>1a</i><br><i>Draw on knowledge of vocabulary to understand texts</i>  | <b>Discuss word meanings, linking new meanings to those already known.</b><br><br><b>Understand books they have read and listened to by drawing on what they already know or on background information and vocabulary.</b> |
| <b>Inference</b><br><br><i>1d</i><br><i>Make inferences from the text.</i>  | <b>In a book they have read or that has been read to them , answer and begin to make some inferences.</b>  |
| <b>Predict</b><br><br><i>1e</i><br><i>Predict what might happen on the basis of what has been read so far.</i>  | <b>Understand what they have read by predicting what might happen on the basis of what has been done or said so far.</b>   |
| <b>Explain</b><br><br><i>1b</i><br><i>Identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</i>  | <b>Explain clearly their understanding of what is being read to them.</b>  |
| <b>Retrieve</b><br><br><i>1b</i><br><i>Identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</i> | <b>Participate in discussion about what is being read to them through retrieving key information.</b>  |
| <b>Sequence</b><br><br><i>1c</i><br><i>Identify and explain the sequence of events in texts.</i>  | <b>Be very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</b>  |

# Year 2 – Content Domain Progression

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|---|---|
| <b>Vocabulary</b><br><br><i>1a</i><br><i>Draw on knowledge of vocabulary to understand texts</i>  | <p><b>Discuss and clarify the meanings of words, linking new meanings to known vocabulary provided by the teacher.</b></p> <p><b>Understand what they have read and listened to by drawing on what they already know or on background information and vocabulary provided by the teacher.</b></p> |
| <b>Inference</b><br><br><i>1d</i><br><i>Make inferences from the text.</i>  | <p><b>In a book they have already read fluently, they can answer questions and make some inferences.</b></p>  |
| <b>Predict</b><br><br><i>1e</i><br><i>Predict what might happen on the basis of what has been read so far.</i>  | <p><b>Predict what might happen on the basis of what has been read so far.</b></p>  |
| <b>Explain</b><br><br><i>1b</i><br><i>Identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</i>  | <p><b>Identify and explain key aspects of fiction and non-fiction texts such as characters, events, titles and information.</b></p>   |
| <b>Retrieve</b><br><br><i>1b</i><br><i>Identify or explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</i> | <p><b>Retrieve and record key information / key details from fiction and non-fiction texts both verbally and in writing.</b></p>  |
| <b>Sequence</b><br><br><i>1c</i><br><i>Identify and explain the sequence of events in texts.</i>  | <p><b>Identify and explain the sequence of events in a text.</b></p>  |

# Year 3 – Content Domain Progression

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| <p><b>Vocabulary</b></p> <p><i>2a</i><br/>Give or explain the meaning of words in context</p> <p><i>2g</i><br/>Identify and/or explain how meaning is enhanced through choice of words or phrases.</p>           | <p>Check that a text makes sense, discussing understanding and explaining the meaning of words in context.</p> <p>Discuss words and phrases and capture reader’s interest and imagination.</p> <p>Use dictionaries to check the meaning of words they have read.</p> |
| <p><b>Inference</b></p> <p><i>2d</i><br/>Make inferences from the text or explain and justify inferences with evidence from the text</p>   | <p>Understand what has been read by drawing inferences such as inferring character’s feelings, thoughts and motives from their actions and justifying inferences with evidence.</p>  |
| <p><b>Predict</b></p> <p><i>2e</i><br/>Predict what might happen from details stated and implied.</p>  | <p>Predict what might happen from details stated and implied.</p>  |
| <p><b>Explain</b></p> <p><i>2f</i><br/>Identify and/or explain how information or narrative content is related and contributes to meaning as a whole.</p> <p><i>2h</i><br/>Make comparisons within the text.</p> | <p>Check that the text makes sense by discussing understanding and explaining the meaning of words in context.</p>   |
| <p><b>Retrieve</b></p> <p><i>2b</i><br/>Retrieve and record information or identify key details from fiction and non-fiction.</p>  | <p>Retrieve and record from both fiction and non-fiction.</p>  |
| <p><b>Summarise</b></p> <p><i>2c</i><br/>Summarise main ideas from more than one paragraph.</p>  | <p>Identify main ideas from more than one paragraph and summarise these.</p>   |

# Year 4 – Content Domain Progression

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| <p><b>Vocabulary</b></p> <p><i>2a</i><br/>Give or explain the meaning of words in context</p> <p><i>2g</i><br/>Identify and/or explain how meaning is enhanced through choice of words or phrases.</p>           | <p><b>With increased independence, check that a text makes sense, discussing understanding and explaining the meaning of words in context.</b></p> <p><b>With increased independence, discuss words and phrases that capture the reader’s interest and imagination.</b></p> <p><b>With increased independence, use dictionaries to check the meanings of words they have read.</b></p> |
| <p><b>Inference</b></p> <p><i>2d</i><br/>Make inferences from the text or explain and justify inferences with evidence from the text</p>   | <p><b>With increasing independence, understand what has been read by drawing inferences such as inferring character’s feelings, thoughts and motives from their actions and justifying inferences with evidence.</b></p>   |
| <p><b>Predict</b></p> <p><i>2e</i><br/>Predict what might happen from details stated and implied.</p>  | <p><b>Predict what might happen from details stated and implied.</b></p>   |
| <p><b>Explain</b></p> <p><i>2f</i><br/>Identify and/or explain how information or narrative content is related and contributes to meaning as a whole.</p> <p><i>2h</i><br/>Make comparisons within the text.</p> | <p><b>Check that a text makes sense by discussing understanding and explaining the meaning of words in context.</b></p>  |
| <p><b>Retrieve</b></p> <p><i>2b</i><br/>Retrieve and record information or identify key details from fiction and non-fiction.</p>  | <p><b>Retrieve and record from both fiction and non-fiction.</b></p>   |
| <p><b>Summarise</b></p> <p><i>2c</i><br/>Summarise main ideas from more than one paragraph.</p>  | <p><b>Identify main ideas drawn from more than one paragraph and summarise these.</b></p>  |

# Year 5 – Content Domain Progression

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| <p><b>Vocabulary</b></p> <p><i>2a<br/>Give or explain the meaning of words in context</i></p> <p><i>2g<br/>Identify and/or explain how meaning is enhanced through choice of words or phrases.</i></p>           | <p><b>Check that a text makes sense, discussing understanding and explaining the meaning of words in context.</b></p> <p><b>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</b></p>  |
| <p><b>Inference</b></p> <p><i>2d<br/>Make inferences from the text or explain and justify inferences with evidence from the text</i></p>   | <p><b>Understand what has been read by drawing inferences such as inferring character’s feelings, thoughts and motives from their actions and justifying inferences with evidence.</b></p>   |
| <p><b>Predict</b></p> <p><i>2e<br/>Predict what might happen from details stated and implied.</i></p>  | <p><b>Predict what might happen from details that have been stated and implied.</b></p>  |
| <p><b>Explain</b></p> <p><i>2f<br/>Identify and/or explain how information or narrative content is related and contributes to meaning as a whole.</i></p> <p><i>2h<br/>Make comparisons within the text.</i></p> | <p><b>Explain and discuss understanding of what has been read , including through formal presentation and debates. Maintaining a focus on the topic and using notes where necessary.</b></p> <p><b>Participate in books that are read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courteously.</b></p> |
| <p><b>Retrieve</b></p> <p><i>2b<br/>Retrieve and record information or identify key details from fiction and non-fiction.</i></p>  | <p><b>Retrieve, record and present information from both fiction and non-fiction.</b></p>  |
| <p><b>Summarise</b></p> <p><i>2c<br/>Summarise main ideas from more than one paragraph.</i></p>  | <p><b>Identify main ideas drawn from more than one paragraph, identifying key details that support the main idea.</b></p>  |

# Year 6 – Content Domain Progression

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| <p><b>Vocabulary</b></p> <p><i>2a</i><br/>Give or explain the meaning of words in context</p> <p><i>2g</i><br/>Identify and/or explain how meaning is enhanced through choice of words or phrases.</p>           | <p><b>Confidently check a text makes sense, discussing their understanding and explaining the meaning of words in context.</b></p> <p><b>Confidently discuss and evaluate how authors use language, including figurative language, considering the impact of the reader.</b></p>   |
| <p><b>Inference</b></p> <p><i>2d</i><br/>Make inferences from the text or explain and justify inferences with evidence from the text</p>   | <p><b>Confidently understand what they have read by drawing inferences such as inferring character’s feelings, thoughts and motives from their actions and justifying inferences with evidence.</b></p>  |
| <p><b>Predict</b></p> <p><i>2e</i><br/>Predict what might happen from details stated and implied.</p>  | <p><b>Confidently predict what might happen from details stated and implied.</b></p>   |
| <p><b>Explain</b></p> <p><i>2f</i><br/>Identify and/or explain how information or narrative content is related and contributes to meaning as a whole.</p> <p><i>2h</i><br/>Make comparisons within the text.</p> | <p><b>Confidently explain and discuss understanding of what they have read, including through formal presentations and debates. Maintaining a focus on the topic and using notes where necessary.</b></p> <p><b>Confidently participate in discussions about books that are read to them and those they can read to them and those they can read for themselves, building on their own and others’ ideas and challenging views courtesy.</b></p> |
| <p><b>Retrieve</b></p> <p><i>2b</i><br/>Retrieve and record information or identify key details from fiction and non-fiction.</p>  | <p><b>Confidently retrieve, record and present information from both fiction and non-fiction.</b></p>  |
| <p><b>Summarise</b></p> <p><i>2c</i><br/>Summarise main ideas from more than one paragraph.</p>  | <p><b>Confidently identify main ideas drawn from more than one paragraph , identifying key details that support the main idea.</b></p>   |

## Working towards the expected standard

The pupil can:

- read accurately by blending the sounds in words that contain the common graphemes for all 40+ phonemes\*
- read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs)\*
- read many common exception words\*.

In a book closely matched to the GPCs as above, the pupil can:

- read aloud many words quickly and accurately without overt sounding and blending
- sound out many unfamiliar words accurately.

In a familiar book that is read to them, the pupil can:

- answer questions in discussion with the teacher and make simple inferences.

## Working at the expected standard

The pupil can:

- read accurately most words of two or more syllables
- read most words containing common suffixes\*
- read most common exception words\*.

In age-appropriate<sup>1</sup> books, the pupil can:

- read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words<sup>2</sup>
- sound out most unfamiliar words accurately, without undue hesitation.

In a book that they can already read fluently, the pupil can:

- check it makes sense to them, correcting any inaccurate reading
- answer questions and make some inferences
- explain what has happened so far in what they have read.

## Working at greater depth within the expected standard

The pupil can, in a book they are reading independently:

- make inferences
- make a plausible prediction about what might happen on the basis of what has been read so far
- make links between the book they are reading and other books they have read.

<sup>1</sup> Teachers should compare the books that their pupils read with those provided for the key stage 1 reading test developed by STA. The sources for the reading test are listed in the copyright acknowledgements in published key stage 1 test materials.

<sup>2</sup> Approximately 90 words per minute is a good indicator of when children start to read with sufficient fluency to focus on their understanding, but some pupils read slower than this while still being able to do so.

\* Teachers should refer to the spelling appendix to the national curriculum (English Appendix 1) to exemplify the words that pupils should be able to read as well as spell.

# Mapping Text Potential



- How do you ensure **progression** in texts across school?
- How does your **curriculum** and **school context** influence your reading spine?
- How do promote **representation** and **diversity** in text choice?
- What **knowledge** are children developing? (E.g. literacy features, language features, narrative features)

|   |  |   |   |
|---|--|---|---|
| <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>• Unknown words</li> <li>• Technical vocabulary</li> <li>• Multiple meanings</li> </ul>   | <p><b>Narrative Features</b></p> <ul style="list-style-type: none"> <li>• Plot</li> <li>• Character</li> <li>• Setting</li> </ul>  | <p><b>Historical, social and cultural context.</b><br/>                     All texts have a context.</p>   | <p><b>Text Type, purpose and intended readership</b><br/>                     Including bias, values etc.</p>   |
| <p><b>Language features</b><br/>                     E.g.</p> <ul style="list-style-type: none"> <li>• Speech: direct and indirect</li> <li>• Standard and non-standard English</li> <li>• Register – level of formality</li> </ul> | <p><b>Making links to background knowledge</b><br/>                     Connections to curriculum themes, personal experience, world knowledge and familiarity with other texts.</p> | <p><b>Literary features</b></p> <ul style="list-style-type: none"> <li>• Narration</li> <li>• Voice</li> <li>• Imagery</li> <li>• Metaphor</li> <li>• Simile</li> <li>• Alliteration</li> <li>• Pun, etc</li> </ul> | <p><b>Theme</b><br/>                     Deeper meaning, e.g. loss, triumph over adversity, redemption, friendship, loyalty, overcoming problems, justice, fairness, etc.</p> |
| <p><b>Coherence</b><br/>                     How easy is it to follow the text when reading?<br/>                     How are sentences linked? Check that the readers are able to follow?</p>                                      | <p><b>Grammar; Syntax</b><br/>                     Sentence structure</p>  | <p><b>Subject</b><br/>                     What is the text about? E.g. First World War</p>   | <p><b>Visual features</b><br/>                     Illustration, colour, shape, layout, medium, line, composition, typography, point of view.</p>                             |