



## Reading Progression Document 2022-2022

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>						
<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>	<ul style="list-style-type: none"> <li>-apply phonic knowledge and skills as the route to decode words</li> <li>-respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>-read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</li> <li>-read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>-read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>-read other words of more than one syllable that contain taught GPCs</li> <li>-read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s)</li> <li>-read books aloud, accurately, that are consistent with their</li> </ul>	<ul style="list-style-type: none"> <li>-continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>-read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>-read accurately words of two or more syllables that contain the same graphemes as above</li> <li>-read words containing common suffixes</li> <li>-read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>-read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>-read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically</li> </ul>	<ul style="list-style-type: none"> <li>-apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</li> <li>-read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>-apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet</li> <li>-read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>	<ul style="list-style-type: none"> <li>-apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li> </ul>



	<p>developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>-reread these books to build up their fluency and confidence in word reading</p>	<p>and without undue hesitation</p> <p>-reread these books to build up their fluency and confidence in word reading</p>				
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**Comprehension – we follow the VIPERS reading domains**

Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b><u>Vocabulary</u></b>						
-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	- discussing word meanings, linking new meanings to those already known	-discussing and clarifying the meanings of words, linking new meanings to known vocabulary	-using dictionaries to check the meaning of words that they have read  -understand what they read, in books they can read independently, by: explaining the meaning of words in context  -discussing words and phrases that capture the reader's interest and imagination	-using dictionaries to check the meaning of words that they have read  -understand what they read, in books they can read independently, by: explaining the meaning of words in context  -discussing words and phrases that capture the reader's interest and imagination	-understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	-understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
<b><u>Infer</u></b>						
-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	-making inferences on the basis of what is being said and done	-making inferences on the basis of what is being said and done	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
<b><u>Predict</u></b>						
	-predicting what might happen on the basis of what has been read so far	-predicting what might happen on the basis of what has been read so far	-predicting what might happen from details stated and implied	-predicting what might happen from details stated and implied	-predicting what might happen from details stated and implied	-predicting what might happen from details stated and implied
<b><u>Explain</u></b>						
-Demonstrate understanding of what has been read to them by retelling stories and	-becoming very familiar with key stories, fairy stories and traditional tales, retelling them and	-discussing their favourite words and phrases	-participate in discussion about both books that are read to them and those they can read for	-participate in discussion about both books that are read to them and those they can read for	-explain and discuss their understanding of what they have read, including through formal	-explain and discuss their understanding of what they have read, including through formal



<p>narratives using their own words and recently introduced vocabulary;</p>	<p>considering their particular characteristics</p> <ul style="list-style-type: none"> <li>-being encouraged to link what they read or hear to their own experiences</li> </ul>		<p>themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>-asking questions to improve their understanding of a text</li> <li>-identifying how language, structure, and presentation contribute to meaning</li> </ul>	<p>themselves, taking turns and listening to what others say</p> <ul style="list-style-type: none"> <li>-asking questions to improve their understanding of a text</li> <li>-identifying how language, structure, and presentation contribute to meaning</li> </ul>	<p>presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> <li>-asking questions to improve their understanding</li> <li>-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</li> <li>-identifying how language, structure and presentation contribute to meaning</li> <li>-making comparisons within and across books</li> <li>-identifying and discussing themes and conventions in and across a wide range of writing</li> <li>-distinguish between statements of fact and opinion</li> <li>-recommending books that they have read to their peers, giving reasons for their choices</li> </ul>	<p>presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <ul style="list-style-type: none"> <li>-asking questions to improve their understanding</li> <li>-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</li> <li>-identifying how language, structure and presentation contribute to meaning</li> <li>-making comparisons within and across books</li> <li>-identifying and discussing themes and conventions in and across a wide range of writing</li> <li>-distinguish between statements of fact and opinion</li> <li>-recommending books that they have read to their peers, giving reasons for their choices</li> </ul>
<b>Retrieve</b>						
<p>-Anticipate, where appropriate, key events in stories</p>	<ul style="list-style-type: none"> <li>-recognising and joining in with predictable phrases</li> <li>-explain clearly their understanding of what is read to them</li> <li>-understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or</li> </ul>	<ul style="list-style-type: none"> <li>-becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>-recognising simple recurring literary language in stories and poetry</li> <li>-understand both the books that they can already read accurately</li> </ul>	<ul style="list-style-type: none"> <li>-understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>-understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>-retrieve, record and present information from non-fiction</li> <li>-learning a wider range of poetry by heart</li> <li>-understand what they read by: checking that the book makes sense to them, discussing their understanding</li> </ul>	<ul style="list-style-type: none"> <li>-retrieve, record and present information from non-fiction</li> <li>-learning a wider range of poetry by heart</li> <li>-understand what they read by: checking that the book makes sense to them, discussing their understanding</li> </ul>



	on background information and vocabulary provided by the teacher	and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher  -answering and asking questions  -explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	-retrieve and record information from non-fiction	-retrieve and record information from non-fiction	-provide reasoned justifications for their views	-provide reasoned justifications for their views
<b>Sequence (KS1) / Summarise (KS2)</b>						
-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;	-discussing the significance of the title and events	-discussing the sequence of events in books and how items of information are related	-identifying main ideas drawn from more than 1 paragraph and summarising these	-identifying main ideas drawn from more than 1 paragraph and summarising these	-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas