

Reading Progression Document

This is intended to be a spiral curriculum. Pupils should be taught National Curriculum objectives but should be supported to catch up.

End Points (Threshold Concepts)		Milestones					
		KS1		Lower KS2		Upper KS2	
		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading (This concept involves decoding and fluency)		<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply phonic knowledge and skills as the route to decode words (Yr1). • Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes (Yr1). • Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught (Yr1). • Read common exception words, 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent (Yr2). • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes (Yr2). • Read accurately words of two or 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read some further exception words (year $\frac{3}{4}$ word lists- appendix 1), noting the unusual correspondences between spelling and sound, and where these occur in the word 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet (LKS2). • Read further exception words (year $\frac{3}{4}$ word lists- page 54), noting the unusual correspondences between spelling and sound, and 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. • Read some further exception words (year 5/6 word lists- appendix 1), noting the unusual correspondences between spelling and sound, and where these 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet (UKS2). • Read further exception words, noting the unusual correspondences between spelling and sound, and where these

		<p>noting unusual correspondences between spelling and sound and where these occur in the word (Yr1)..</p> <ul style="list-style-type: none"> • Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings (Yr1). • Read other words of more than one syllable that contain taught GPCs (Yr1). • Read words with contractions [for example, I’m, I’ll, we’ll], and understand that the apostrophe represents the omitted letter(s) (Yr1). • Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to 	<p>more syllables that contain the same graphemes as above (Yr2).</p> <ul style="list-style-type: none"> • Read words containing common suffixes (Yr2). • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word (Yr2). • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered (Yr2). • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without 		<p>where these occur in the word (LKS2).</p>	<p>occur in the word.</p>	<p>occur in the word (UKS2).</p>
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		<p>work out words (Yr1).</p> <ul style="list-style-type: none"> • Re-read these books to build up their fluency and confidence in word reading (Yr1). 	<p>undue hesitation (Yr2).</p> <ul style="list-style-type: none"> • Re-read these books to build up their fluency and confidence in word reading (Yr2). 				
<p>Comprehension (This concept involves understanding both the literal and more subtle nuances of texts.)</p>		<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listen to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently (Yr1). • Be encouraged to link what they read or hear read to their own experiences (Yr1). • Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • Listen to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently • Discuss the sequence of events in books and how items of information are related. • Become increasingly familiar with and retelling a wider 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • Listen 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 (LKS2). • Use dictionaries to check the meaning of words that they have read (LKS2). • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and 	<p>Develop positive attitudes to reading, and an understanding of what they read, by:</p> <ul style="list-style-type: none"> • Listen to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (LKS2). • Read books that are structured in different ways and reading for a range of purposes (LKS2). • Use dictionaries to check the meaning of words that they have read (LKS2). • Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and 	<p>Pupils should be taught to: Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (UKS2). • Increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other 	<p>Pupils should be taught to: Maintain positive attitudes to reading and an understanding of what they read by:</p> <ul style="list-style-type: none"> • Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks (UKS2). • Read books that are structured in different ways and reading for a range of purposes (UKS2). • Increase their familiarity with a wide range of books, including myths, legends and traditional

		<p>characteristics (Yr1).</p> <ul style="list-style-type: none"> • Recognise and joining in with predictable phrases (Yr1). • Learn to appreciate rhymes and poems, and to recite some by heart (Yr1). • Discuss word meanings, linking new meanings to those already known (Yr1). <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher(Yr1). • Check that the text makes sense to them as they read and correcting 	<p>range of stories, fairy stories and traditional tales.</p> <ul style="list-style-type: none"> • Be introduced to non-fiction books that are structured in different ways. • Recognise simple recurring literary language in stories and poetry. • Discuss and clarifying the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite words and phrases. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Understand both the books that they can already read</p>	<p>retelling some of these orally (LKS2).</p> <ul style="list-style-type: none"> • Identify themes and conventions in a wide range of books (LKS2).. • Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action (LKS2). • Discuss words and phrases that capture the reader's interest and imagination (LKS2). <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (LKS2). 	<p>retelling some of these orally (LKS2).</p> <ul style="list-style-type: none"> • Identify themes and conventions in a wide range of books (LKS2). • Recognise some different forms of poetry (for example, free verse, narrative poetry) (LKS2). <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context (LKS2). • Ask questions to improve their understanding of a text (LKS2). • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying 	<p>cultures and traditions (UKS2).</p> <ul style="list-style-type: none"> • Recommend books that they have read to their peers, giving reasons for their choices (UKS2). • Identify and discussing themes and conventions in and across a wide range of writing making comparisons within and across books (UKS2). • Learn a wider range of poetry by heart (UKS2). • Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience (UKS2). <p>understand what they read by:</p>	<p>stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (UKS2).</p> <ul style="list-style-type: none"> • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader (UKS2).. • Distinguish between statements of fact and opinio (UKS2).. • Retrieve, record and present information from non-fiction (UKS2). • 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
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		<p>inaccurate reading (Yr1).</p> <ul style="list-style-type: none"> • Discuss the significance of the title and events. • Make inferences on the basis of what is being said and done (Yr1). • Predict what might happen on the basis of what has been read so far (Yr1). • Participate in discussion about what is read to them, taking turns and listening to what others say (Yr1). • Explain clearly their understanding of what is read to them (Yr1). 	<p>accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • Draw on what they already know or on background information and vocabulary provided by the teacher. • Check that the text makes sense to them as they read and correcting inaccurate reading. • Make inferences on the basis of what is being said and done. • Answer and asking questions. • Predict what might happen on the basis of what has been read so far. • Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and 	<ul style="list-style-type: none"> • Ask questions to improve their understanding of a text (LKS2). • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions (LKS2). • Predict what might happen from details stated and implied (LKS2). • Identify main ideas drawn from more than one paragraph (LKS2). • Identify how language, structure, and presentation contribute to meaning (LKS2). • Retrieve and record information from non-fiction (LKS2). • Participate in discussion about books, poems and other texts that are read to them and those they can read for themselves, 	<p>inferences with evidence (LKS2).</p> <ul style="list-style-type: none"> • Predict what might happen from details stated and implied (LKS2). • Identify main ideas drawn from more than one paragraph and summarising these (LKS2). • Identify how language, structure, and presentation contribute to meaning (LKS2). • Retrieve and record information from non-fiction (LKS2). • 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 (LKS2). • Increase their familiarity with a wide range of 	<ul style="list-style-type: none"> • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context (UKS2). • Ask questions to improve their understanding (UKS2). • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence (UKS2). • Predict what might happen from details stated and implied (UKS2). • Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas (UKS2). 	<p>courteously(UKS2)..</p> <ul style="list-style-type: none"> • Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • Provide reasoned justifications for their views. • Access a wide range of fiction and non-fiction, covering short stories and plays with the inclusion of Shakespeare. • Re-reading books encountered in earlier year groups (whole class text/reading that is beyond chronological age) to increase
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			<p>listening to what others say.</p> <ul style="list-style-type: none"> • Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. 	<p>taking turns and listening to what others say (LKS2).</p> <ul style="list-style-type: none"> • Read and listen to 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. • When learning new vocabulary begin to make links related to known vocabulary. • To make inferences through whole class and independent and group reading across a range of texts. 	<p>books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions (LKS2).</p> <ul style="list-style-type: none"> • When learning new vocabulary begin to make links related to known vocabulary. • To make inferences through whole class and independent and group reading across a range of texts. • Pupils recognise themes in what they have read, for example, good over evil and magical devices (KS3) 	<ul style="list-style-type: none"> • Identify how language, structure and presentation contribute to meaning (UKS2). • Explain and discuss their understanding of what they have read, maintaining a focus on the topic (UKS2). • Access a wide range of fiction and non-fiction, covering short stories and plays with the inclusion of Shakespeare. • Re-reading books encountered in earlier year groups (whole class text/reading that is beyond chronological age) to increase familiarity and provide a basis for making comparisons. • Begin to recognise a 	<p>familiarity and provide a basis for making comparisons.</p> <ul style="list-style-type: none"> • Begin to understand a range of poetic conventions and an understanding of how these are used. • Making critical comparisons across texts. • When learning new vocabulary begin to make explicit links related to known vocabulary. • To make inferences and refer to evidence in the text, through whole class and independent and group reading across a range of texts. • Identify themes in what they read, such as: loss and heroism (KS3) • Compare Characters, considering
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						<p>range of poetic conventions.</p> <ul style="list-style-type: none"> • Making critical comparisons across texts. • When learning new vocabulary begin to make explicit links related to known vocabulary. • To make inferences and refer to evidence in the text, through whole class and independent and group reading across a range of texts. • Use reference books effectively, including contents pages and indexes (KS3) 	<p>different accounts and points of view (KS3)</p>
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A good reader will have:

- Excellent phonic knowledge and skills.
- Fluency and accuracy in reading across a wide range of contexts throughout the curriculum.
- Knowledge of an extensive and rich vocabulary.
- An excellent comprehension of texts.
- The motivation to read for both study and for pleasure.
- Extensive knowledge through having read a rich and varied range of texts.

National Curriculum National Curriculum Expectations

Above and beyond the national curriculum

Steps to National Curriculum

Cultural Capital

Appendix 1

Word list – years 3 and 4

accident(ally)	early	knowledge	purpose
actual(ly)	earth	learn	quarter
address	eight/eighth	length	question
answer	enough	library	recent
appear	exercise	material	regular
arrive	experience	medicine	reign
believe	experiment	mention	remember
bicycle	extreme	minute	sentence
breath	famous	natural	separate
breathe	favourite	naughty	special
build	February	notice	straight
busy/business	forward(s)	occasion(ally)	strange
calendar	fruit	often	strength
caught	grammar	opposite	suppose
centre	group	ordinary	surprise
century	guard	particular	therefore
certain	guide	peculiar	though/although
circle	heard	perhaps	thought
complete	heart	popular	through
consider	height	position	various
continue	history	possess(ion)	weight
decide	imagine	possible	woman/women
describe	increase	potatoes	
different	important	pressure	
difficult	interest	probably	
disappear	island	promise	

Notes and guidance (non-statutory)

Teachers should continue to emphasise to pupils the relationships between sounds and letters, even when the relationships are unusual. Once root words are learnt in this way, longer words can be spelt correctly, if the rules and guidance for adding prefixes and suffixes are also known.

Word list – years 5 and 6

accommodate	embarrass	persuade
accompany	environment	physical
according	equip (–ped, –ment)	prejudice
achieve	especially	privilege
aggressive	exaggerate	profession
amateur	excellent	programme
ancient	existence	pronunciation
apparent	explanation	queue
appreciate	familiar	recognise
attached	foreign	recommend
available	forty	relevant
average	frequently	restaurant
awkward	government	rhyme
bargain	guarantee	rhythm
bruise	harass	sacrifice
category	hindrance	secretary
cemetery	identity	shoulder
committee	immediate(ly)	signature
communicate	individual	sincere(ly)
community	interfere	soldier
competition	interrupt	stomach
conscience*	language	sufficient
conscious*	leisure	suggest
controversy	lightning	symbol
convenience	marvellous	system
correspond	mischievous	temperature
criticise (critic + ise)	muscle	thorough
curiosity	necessary	twelfth
definite	neighbour	variety
desperate	nuisance	vegetable
determined	occupy	vehicle
develop	occur	yacht
dictionary	opportunity	
disastrous	parliament	