

# Progression in Reading

Year	Pupils...	Structure	Language	Range of texts	Accuracy	Self-correction	Comprehension	Discussing books
1	Develop pleasure in reading, motivation to read , vocabulary understanding by:		<ul style="list-style-type: none"> <li>Recognising and joining in with predictable phrases</li> <li>Discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>Learning to appreciate rhymes and poems, and to recite some by heart</li> <li>Becoming very familiar with key stories, fairy stories and traditional tales, re telling them and considering their particular characteristics</li> </ul>			<ul style="list-style-type: none"> <li>Being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussion about what is read to them, taking turns and listening to what others say</li> </ul>
	Understand both the books they can already read accurately and fluently and those they listen to by:					<ul style="list-style-type: none"> <li>Checking that the text makes sense as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Drawing on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>Explain clearly their understanding of what is read to them</li> </ul>

							<ul style="list-style-type: none"> <li>• Discussing the significance of title and events</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Predicting what might happen on the basis of what has been read so far</li> </ul>	
2	<p><b>Develop pleasure in reading, motivation to read and vocabulary understanding by:</b></p>	<ul style="list-style-type: none"> <li>• Discussing the sequence of events in books and how items of information are related</li> <li>• Being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• Recognising simple recurring literary language in stories and poetry</li> <li>• Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</li> <li>• Discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to, discussing and expressing views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Becoming increasingly familiar with, and re telling a wider range of stories, fairy stories and traditional tales</li> <li>• Continuing to build up a repertoire of poems learnt by heart,</li> </ul>				<ul style="list-style-type: none"> <li>• 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 listening to what others say</li> </ul>

				appreciating these and reciting some, with appropriate intonation to make the meaning clear				
	<b>Understand both the books they can read accurately and fluently and those that they listen to by:</b>					<ul style="list-style-type: none"> <li>• Checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• Drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Making inferences on the basis of what is being said and done</li> <li>• Answering and asking questions</li> <li>• Predicting what might happen on the basis of what has been read</li> </ul>	<ul style="list-style-type: none"> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>
<b>3/4</b>	<b>Develop positive attitudes to reading and understanding of what they read by:</b>	<ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Using dictionaries to check the meaning of words they have read</li> <li>• Discussing words and phrases that capture the reader's interest and imagination</li> </ul>	<ul style="list-style-type: none"> <li>• Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference or text books</li> <li>• Increasing their familiarity with a wide range of</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> </ul>		<ul style="list-style-type: none"> <li>• Identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</li> </ul>

				books, including fairy stories, myths and legends, and retelling some of these orally				
	<b>Understand what they read, in books they can read independently, by:</b>	<ul style="list-style-type: none"> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> <li>Identify how language, structure and presentation contribute to meaning</li> </ul>				<ul style="list-style-type: none"> <li>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>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li> <li>Asking questions to improve their understanding of a text</li> </ul>
<b>5/6</b>	<b>Maintain positive attitudes to reading and understanding</b>	<ul style="list-style-type: none"> <li>Reading books that are structured in different ways and reading for</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and evaluate how authors use language, including</li> </ul>	<ul style="list-style-type: none"> <li>Continuing to read and discuss an increasingly wide range of fiction, poetry,</li> </ul>	<ul style="list-style-type: none"> <li>Preparing poems and plays to read aloud and to perform, showing understanding</li> </ul>		<ul style="list-style-type: none"> <li>Identifying and discussing themes and conventions in</li> </ul>	<ul style="list-style-type: none"> <li>Participate in discussions about books that are read to them and those that they</li> </ul>

	<b>of what they read by:</b>	a range of purposes	figurative language, considering the impact on the reader	plays, non-fiction and reference books or text books <ul style="list-style-type: none"> <li>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</li> <li>Recommending books that they have read to their peers, giving reasons for their choices</li> <li>Learning a wider range of poetry by heart</li> </ul>	through intonation, tone and volume so that the meaning is clear to an audience		and across a wide range of writing <ul style="list-style-type: none"> <li>Making comparisons within and across books</li> <li>Distinguish between statements of fact and opinion</li> <li>Retrieve, record and present information from non-fiction</li> </ul>	can read themselves, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views
	<b>Understand what they read by:</b>	<ul style="list-style-type: none"> <li>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Identifying how language and</li> </ul>				<ul style="list-style-type: none"> <li>Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>Asking questions to improve their understanding</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and</li> </ul>	<ul style="list-style-type: none"> <li>Retrieve, record and present information from non-fiction</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations</li> </ul>

		structure and presentation contribute to meaning					justifying inferences with evidence	and debates, maintaining a focus on the topic and using notes where necessary
<b>5/6</b>	<b>Maintain positive attitudes to reading and understanding of what they read by:</b>	<ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books</li> <li>• 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</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> </ul>	<ul style="list-style-type: none"> <li>• Preparing 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</li> </ul>		<ul style="list-style-type: none"> <li>• Predicting what might happen from details stated and implied</li> </ul>	
							<ul style="list-style-type: none"> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Making comparisons within and across books</li> <li>• Distinguish between statements of fact and opinion</li> <li>• Retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions about books that are read to them and those that they can read themselves, building on their own and others' ideas and challenging views courteously provide reasoned justifications for their views</li> </ul>

				<ul style="list-style-type: none"> <li>• Learning a wider range of poetry by heart</li> </ul>				
	<b>Understand what they read by:</b>	<ul style="list-style-type: none"> <li>• Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>• Identifying how language and structure and presentation contribute to meaning</li> </ul>				<ul style="list-style-type: none"> <li>• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> </ul>	<ul style="list-style-type: none"> <li>• Asking questions to improve their understanding</li> <li>• Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence</li> <li>• Predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• Retrieve, record and present information from non-fiction</li> <li>• 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</li> </ul>