

English Progression – Reading

In Year 1 and part of Year 2, we follow Floppy's Phonics to secure the learning of phonics to support reading.

Within Key Stage 1, the children are listened to regularly and teachers will use the progression below to support children's reading.

As the children move into Key Stage 2, teacher plan stand alone reading lessons which focus on the key strands and objectives. Alongside this, teachers will also listen to individual readers to support their reading fluency and be able to effectively assess their reading.

Year 1	Comprehension Clarify and summarise	Comprehension Select and retrieve, respond and explain	Inference	Language for Effect	Themes and Conventions
Autumn	- Understand both the book they can already read accurately and fluently, and those they listen to - Check that the text make sense to them as they read and correcting inaccurate reading	- Participate in discussion about what is read to them, taking turns and listening to what others say - Develop pleasure in reading, motivation to read, vocabulary and understanding by being encouraged to link what they read or hear read to their own experiences - Ask questions and express opinions about main events and characters in stories	Predict what might happen on the basis of what has been read so far	Recognise and join in with predictable phrases	- Become very familiar with key stories, fairy stories and traditional tales - Begin to appreciate rhymes and poems, and to recite some by heart - Discuss the significance of the title and events - Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author
Spring	- Develop understanding...by drawing on what they already know or on background information and vocabulary provided by the teacher - Recall the main points of a narrative in the correct sequence	Explain clearly their understanding of what is read to them	Make inferences on the basis of what is being said and done	Identify how repetitive patterns, words and phrases aid their enjoyment of the text	- Become very familiar with key stories, fairy stories and traditional tales, retelling them - Understand the difference between fiction and non-fiction - Can seek out books around a simple theme or topic.
Summer	Discuss word meanings, linking new meanings to those already	- Find key points in a story or some key facts from an information text - Talk about significant features of layout e.g. enlarge text, bold, italic etc.		Read aloud their own writing clearly enough to be heard by their peers and the teacher	Become very familiar with key stories, fairy stories and traditional tales, retelling them

Year 2	Comprehension Clarify and summarise	Comprehension Select and retrieve, respond and explain	Inference	Language for Effect	Themes and Conventions
Autumn	- Understand both the book they can already read accurately and fluently and those they listen to - Draw on what they already know or on background information and vocabulary, provided by the teacher - Discuss and clarify the meanings of words, linking new meanings of known vocabulary - Check that the text makes sense to them as they read and correct inaccurate reading - Identify and discuss the main events or key points in a text - Retell a story clearly and with appropriate detail	- Answer questions - Ask questions - Extract information from the text and discuss orally with reference to the text. - Participate in discussions about books, poems and others works that are read to them and those that they can read for themselves, taking turns and listening to what others say.	- Predict what might happen on the basis of what has been read so far and their own experience - Make inferences on the basis of what is being said and done	- Recognise simple recurring literary language in stories and poetry - Read aloud what they have written with appropriate intonation to make the meaning clear	- Listen to, discuss and express 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 - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.
Spring	- Use the context/grammar of the sentence to decipher new or unfamiliar words. - Discuss the sequence of events in books and how items of information are related.	- Understand how to use alphabetically ordered texts to retrieve information. - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Make simple inferences about characters' thoughts and feelings and reasons for actions.	- Discuss favourite words and phrases. - Identify how vocabulary choice affects meaning.	Read non-fiction books that are structured in different ways.
Summer	Identify or provide own synonyms for specific words within the text.				Make comparisons between books, noting similarities, differences and preferences between

					e.g. layout, features and setting.
Year 3	Comprehension Clarify and summarise	Comprehension Select and retrieve, respond and explain	Inference	Language for Effect	Themes and Conventions
Autumn	• Ask questions to improve their understanding of a text • Use dictionaries to check the meaning of words that they have read • Use a range of known strategies appropriately to establish meaning in books that can be read independently. • Show understanding of the main points drawn from one paragraph	• Use text features to location information e.g. contents, indices, subheadings • Locate and retrieve information using skimming and scanning and text marking. • Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books and textbooks • Discuss words and phrases that capture the reader's interest and imagination.	• Predict what might happen from details stated and implied. • Draw plausible inferences, often support through reference to the text.	• Identify how language, structure and presentation contribute to meaning • Discuss the effect of specific language on the reader	• Read books that are structured in different ways and show some awareness of the various purposes for reading • Identify themes and conventions in a wide range of books e.g. recognising simple links to known texts or personal experience; recognising conventions such as the triumph of good over evil and magical devices in fairy stories/ folk tales • Identify and name presentational devices in non-fiction
Spring	• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Show understanding of the main points drawn from more than one paragraph	• Begin to recognise fact and opinion • Begin to use vocabulary from the text to support responses and explanations •	• Draw inferences such as inferring feelings, thoughts and motives of main characters from their actions • Justify inferences with evidence •	• Identify specific techniques, e.g. simile, alliteration and repetition and say why they interest them •	• Demonstrate familiarity with a wide range of books, including fairy stories, myths and legends and retell some of these orally • Can explore and discuss underlying themes and ideas
Summer	•	• Retrieve and record information from non-fiction • Extract information and make notes	•	• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so	•

		Use specific vocabulary and ideas expressed in the text to support own views		that the meaning is clear (Year 3 /4 writing National Curriculum)	
Year 4	Comprehension Clarify and summarise	Comprehension Select and retrieve, respond and explain	Inference	Language for Effect	Themes and Conventions
Autumn	- Ask questions to improve their understanding of a text - Use dictionaries to check the meaning of words that they have read - Discuss understanding as it develops and explain the meaning of words in context - Identify main ideas drawn from more than one paragraph and summarising these	- Retrieve and record information from non-fiction - Recognise and distinguish between fact and opinion - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - Discuss words and phrases that capture the reader's interest and imagination	- Predict what might happen from details stated and implied - Draw sound inferences, supported through reference to the text	- Identify how language, structure, and presentation contribute to meaning - Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on them as a reader	- Identify themes and conventions in a wide range of books e.g. make RELEVANT links to known texts and personal experience, recognise themes such as bullying, recognise conventions such as the 'power of 3' (3 wishes, 3 characters) - Identify how a range of presentational devices guide the reader in non-fiction
Spring			Draw inferences such as inferring characters' feelings, thoughts and motives of main characters from their actions, and justifying inferences with evidence	Show understanding through intonation, tone, volume and action when performing poems and playscripts	- Identify features that characterise books set in different cultures or historical settings - Recognise some different forms of poetry [for example, free verse, narrative poetry]
Summer		Use specific vocabulary, and ideas expressed in the text, to support own responses	Infer underlying themes and ideas	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear (Yr 4	Make links between texts and to the wider world

				writing National curriculum)	
Year 5	Comprehension Clarify and summarise	Comprehension Select and retrieve, respond and explain	Inference	Language for Effect	Themes and Conventions
Autumn	• Ask questions to improve their understanding of a text • Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context •	• Retrieve, record and present information from non-fiction • Skim and scan efficiently for vocabulary, key ideas and facts on both the printed page and screen • Distinguish between statements of fact and opinion and understand why this is important to interpreting the text • Recommend books that they have read, giving reasons for their choices • 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 • Provide reasoned justifications for their views	• Predict what might happen from details stated and implied • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence •	• Identify how language, structure and presentation contribute to meaning Show understanding through intonation, tone and volume so that meaning is clear to an audience	• Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss' • Read books that are structured in different ways and read for a range of purposes
Spring	• Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas	• Extract information and make notes using quotations and reference to the text • Explain and discuss their understanding of what they have read, including through formal presentations and	• Make links between the authors' use of language and the inferences drawn	• Discuss and evaluate the intended impact of the language used with reference to the text	• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Identify how presentational and organisational choices

		debates, maintaining a focus on the topic and using notes where necessary - Identify and explain the author's point of view with reference to the text			vary according to the form and purpose of the writing
Summer				Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing)	- Make simple links between texts, their audience, purpose, time and culture, drawing on a good knowledge of authors - Make comparisons within and across books
Year 6	Comprehension Clarify and summarise	Comprehension Select and retrieve, respond and explain	Inference	Language for Effect	Themes and Conventions
Autumn	- Check the book makes sense to them by discussing their understanding and exploring the meaning of words in context - Ask questions to improve their understanding of a text - Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas	- Retrieve, record and present information from non-fiction - Skim and scan efficiently to extract information and make well organised notes of the main ideas using quotation and reference to the text using own words - Distinguish between statements of fact and opinion and recognise them in the language used by authors to influence readers - Participate in discussions about books that are read to them and those they can	- Predict what might happen from details stated and implied - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	- Identify how language, structure, and presentation contribute to meaning - Show understanding through intonation, tone and volume so that meaning is clear to an audience - Evaluate how authors use language, including figurative language, considering the impact on the reader.	- Identify and discuss themes and conventions in a wide range of writing e.g. isolation or flashback - Read books that are structured in different ways and read for a range of purposes - Identify and comment on genre-specific language features used e.g. shades of meaning between similar words - Make comparisons within and across books

		read for themselves, building on their own and others' ideas and challenging views courteously • Provide reasoned justifications for their views • Evaluate how successfully the organisation of a text supports the writer's purpose •			
Spring	• Produce a succinct summary, paraphrasing the main ideas from across the text or a range of sources	• 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	• Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation) •	• Compare and discuss accounts of the same event through different character viewpoints • Explore a similar theme or topic written in a different genre •	• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • Recognise texts that contain features from more than one genre, or demonstrate shifts in formality
Summer	•	•	• Begin to see how inferences draw on the connotations of words, their use in context and that they can be cumulative	• Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear (Yr 5/6 National Curriculum writing) •	• Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this