

Text genres:						
Year R Old curriculum New curriculum	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Age appropriate texts: Reading for themselves key stories, fairy stories and traditional tales Listening to a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wider range of stories, fairy stories and traditional tales Listening to a wide range of contemporary and classic poetry stories and non-fiction at a level beyond that at which they can read independently	Age appropriate texts: Reading for themselves a wide range of books, including fairy stories, myths and legends listening to 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		Age appropriate texts: Reading for themselves 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 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	

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Skills: Rex the Retriever Sonny the Summariser	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Statements		Becoming very familiar with key stories and retelling them explain clearly their understanding of what is read to them	Becoming increasingly familiar with and retelling a wider range stories answering and asking questions Discussing the sequence of events in books and how items of information are related	Increasing their familiarity with a wide range of books and retelling some of these orally Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these Retrieve and record information from non-fiction		Asking questions to improve their understanding Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas Retrieve, record and present information from non- fiction	
Retelling	Retelling familiar stories	Retell story read or heard, parts of a story using	Orally retelling a wider range of stories using	Retell a wide range of stories	Retell a wide range texts orally	*See summarising	

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		props e.g. puppets/ small world/ series of pictures	actions and visual cues from the story	orally using oral cues			
Sequencing	Using pictures; begin to talk about key features.	Sequence pictures for the beginning, middle and end of a story read	Sequence events from a story, explaining reasons for choices	Sequence pictures or texts from a story or non-fiction text read justifying reasons for choices	Show understanding of the text by sequencing a selection of unknown text so that they make sense as a whole, justifying reasons for choices	Sequence sections/ outlines of unknown texts based upon knowledge of genre features	Manipulate sections of stories to create and explore more complex narratives e.g. dual narration, flash back
Answering 'find it' questions	To understand and answer how and why questions about key events.	Answer simple questions about characters, setting and key events in a story. Answer simple questions about information in a non fiction text.	Answer questions about characters, setting/s and key events Answer find it questions about key information in a non-fiction text	Find and select the word/s in a section of a text to answer find it questions	Find and select words and phrases to answer find it questions from different sections of unknown texts	Find and select words and phrases from across a whole text to answer find it questions	Find, select and combine relevant words and phrases from more than one text/source to support answers to find it questions
Summarising and note making	Describe main settings, characters and events	Identify and discuss the setting and names of the	Explain and discuss the key information from what is seen or	Summarise orally and in writing the main points from a paragraph using	Summarise orally and in writing the main points from several paragraphs	Identify the main ideas from several paragraphs and provide key	Identify the main ideas and themes from across several paragraphs or sections of the

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		characters in a story	read (link to sequencing)	a wider range of prompts		additional information from a section of the text to support this	text and provide key additional information from the text to support this. Summarise the themes or viewpoints for different texts
Reorganising				Produce an annotated story/visual map to represent a text that has been read	Produce an annotated drawing/diagram to represent/summarise a section of a text (non-fiction) ☑ Complete diagrams, tables and charts to summarise information	Summarise in different ways including key information e.g. written summary, key words, pictures/diagrams, charts and making notes for presentations	Summarise in different ways for different audiences and purposes
Skimming and scanning			Begin to scan text to find given words and phrases	Skim and scan to identify and use headings and sections in books (glossaries, indexes, contents, knowledge organisers) to	Scan different sections of unknown texts (fiction and non-fiction) to find missing information	Scan different texts to find evidence to support answers to questions Speed read or skim the text to gain the gist or main idea	Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography

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				retrieve information		Appropriately select and apply skimming and scanning skills to a range of other texts across the curriculum e.g. history and geography	
Asking questions			Ask relevant questions about a story or on-fiction text	Generate find it questions for a section of fiction and non-fiction texts (which are relevant)	Generate relevant find it questions from different sections of fiction and non-fiction texts	Ask relevant find it questions which explore the detail of a text or which require comparison across fiction and non-fiction	Generate find it questions relevant to different sections of a non-fiction text Ask relevant find it questions about different sections of a story read
Note making skills						Retrieve and record information, producing a set of notes to support a presentation	Make notes for presentations to different audiences
Determining validity and importance						Prior to reading, select from a range of texts/ sources of information with	Appraise a text quickly, deciding on its value, quality or usefulness

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						a key question or heading in mind.	
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Skills:	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Iggy Inference Percy the Predictor		1d make inferences from the text 1e predict what might happen on the basis of what has been read so far		2d make inferences from the text / explain and justify inferences with evidence from the text 2e predict what might happen from details stated and implied			
National Curriculum Statements		Explain clearly their understanding of what is read to them Predicting what might happen on the basis of what has been read so far Discussing the significance of the title and events, making inferences on the basis of what is being said and done	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	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Predicting what might happen from details stated and implied Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Asking questions to improve their understanding of a text		Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context Asking questions to improve their 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 Distinguish between statements of fact and opinion Provide reasoned justifications for their views	

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<p>Predicting</p>	<p>Suggest how a story might end</p>	<p>Predict whether a book will be story or non-fiction based upon the cover and title ☐ Predict what might happen based on what has been read so far</p>	<p>Make predictions prior to reading based upon the title and cover Make predictions based upon events in the text so far Make predictions using experience of reading books based on other familiar texts</p>	<p>Make predictions prior to reading based upon the title, cover and skim reading of illustrations, contents page and headings Make predictions based upon events and actions of characters so far in a story Make predictions drawing upon knowledge from other texts Make predictions based upon background knowledge of the topic</p>	<p>Make predictions prior to reading about the likely type of characters or events in a story based upon the front cover, title, knowledge of the author and different genres of writing Make plausible predictions based upon events and actions of characters so far in a story – identifying evidence in the text Make predictions drawing</p>	<p>Make predictions about characters based upon reading so far – identifying a range of evidence within and beyond the text to support opinion Categorise predictions as likely/unlikely based upon what has been read so far Make predictions using evidence stated and implied</p>	<p>Make predictions about characters, plots and themes of stories based upon knowledge of fiction genres and other books by the same author Justify predictions using evidence stated and implied.</p>
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					upon knowledge from other texts		
Cause and effect			Begin to describe (in book talk) cause and effect e.g. the effect a character's actions have on other characters.	Identify the cause of an event Infer an effect of a specific event or action	Identify the multiple causes of an event Infer and comment on a range of possible effects of a specific event or action	Infer and comment on the possible causes of events and actions Identify which causes are most/least likely based upon evidence in the text and beyond	Infer, comment on and make links between the cause and effects of events and actions Evaluate the impact of different causes and effects on people and places
Identifying evidence to support and justify opinion		Make links to personal experiences Make inferences about character types based on actions E.g. infer stock character types (good/bad/evil	Draw upon personal experiences when commenting on a text Draw upon knowledge of the topic outside of the book	Justify inferences with evidence Infer characters' feelings, thoughts and, with some children also beginning to infer their motives	Justify inferences with evidence from within the text and experiences and/or reading	Justify inferences backed by one type of textual evidence from across the text Infer and explain how a character's thoughts,	Justify inferences backed by a range of types of evidence from across the text Infer and, using Cooper skills,

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		/hero etc.) based upon their actions Explain clearly what is read to them	including other similar books Make simple inferences about character feelings based upon their actions and speech		beyond the text Infer characters' feelings, thoughts and motives from their actions at different points in a story	feelings or motives have changed over the course of the text Identify statements of fact and opinion.	compare different characters' thoughts, feelings and motives at the same points in a story Distinguish between statements of fact and opinion using evidence to justify.
Drama/ writing in role		Explore characters through role play and drama	Take on the role of a character e.g. speech bubbles, notes from one character to another or other drama techniques	Explore characters' actions and feelings through role play such as hot seating Create short improvisations in role	Explore characters' actions, feelings and motives through role play such as hot seating Demonstrate appropriate empathy through expression	Explore contrasting characters' feelings, thoughts, actions and motives through role play such as hot seating Create improvisations in role e.g. creating a new or alternative scenes	Create improvisations in role e.g. for a different point in time to that in the text Present ideas in role as an expert authority e.g. debate

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Asking and answering inference questions		Answer simple inference/ detective questions about a story or simple non-fiction text using clues from the text.	Ask and answer simple relevant inference/ detective questions about a story or simple non-fiction text	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings and actions	Ask and answer inference/ detective relevant questions about a story or non-fiction text which begins to develop character's feelings, actions and motives	Ask and answer relevant inference/ detective questions for a range of fiction and non-fiction texts In discussion and role ask/answer relevant inferences/ detective questions about characters' feelings, actions, thoughts and motives	Ask find it inference/ detective questions which explore the detail of a text or which require comparison across the text
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Skills: Victor Vocabulary	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		1a draw on knowledge of vocabulary to understand texts		2a give / explain the meaning of words in context			

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National Curriculum Statements		Recognising and joining in with predictable phrases Discussing word meanings, linking new meanings to those already known	Discussing and clarifying the meanings of words, linking new meanings to known vocabulary Discussing their favourite words and phrases Recognising simple recurring literary language in stories and poetry	Explaining the meaning of words in context Discussing words and phrases that capture the reader's interest and imagination Identifying how language contributes to meaning Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), to understand the meaning of new words that they meet Identifying how language contributes to meaning Asking questions to improve their understanding Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context		
Identify vocabulary	Join in with repeated phrases and rhymes in stories	Recognise vocabulary associated with different genres provided by the teacher	Recognise simple recurring literary language in stories and poems e.g. repetition	Identify patterns in language e.g. repetition, rhyme, alliteration Identify and generate words with similar meanings or linked to a specific focus	Identify and generate words with similar and opposite meanings	Identify figurative language devices and their effect/	Identify words and phrases that create a particular mood, feeling or attitude including figurative language
Explain the meaning of words	Building vocab talking about meaning of words	Discuss word meanings, linking new meanings to	Discuss and clarify the meanings of new words,	Apply their growing knowledge of root words,	Apply their growing knowledge of root words,	Apply their growing knowledge of grammar,	Apply their growing knowledge of grammar,

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		those already known	linking new meanings to known vocabulary Begin to use a range of skills (such as morphology and word classes) to identify the meaning of unknown words to help place them into context	prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in given contexts Begin to discuss language to extend their interest in the meaning and origin of words Begin to use dictionaries to check the meaning of words that they have read	prefixes and suffixes to understand the meaning of new words they meet Explain the meaning of words in given contexts Discuss language to extend their interest in the meaning and origin of words	morphology and etymology to understand the meaning of new words that they meet in context Ask questions about vocabulary to improve their understanding	morphology and etymology to understand the meaning of new words that they meet in context Ask questions to help clarify their understanding of vocabulary
Explain the intended impact of words and phrases on the reader	Recognise and join in with predictable phrases	Recognise and join in with predictable phrases Begin to identify words and/or phrases which suggests a particular mood/feeling/description etc,	Discuss their favourite words and phrases from the text Identify words and/or phrases that create a particular mood/feeling/description etc,	Discuss words and phrases that capture the reader's interest and imagination	Discuss words and phrases that capture the reader's interest and imagination giving reasons for their choices Explain why the author has used a particular word or phrase	Discuss how language contributes to the overall meaning Discuss how authors use figurative language and the impact of these on the reader	Explain how words and phrases create a particular mood, feeling or attitude Consider the impact on the reader of a range of vocabulary

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		suggested by the teacher.	suggested by the teacher.			Compare the impact of different language devices within a text	and language devices Compare the impact of language devices across texts
Recognise and explain how language is linked to audience and purpose		Capture and apply new vocabulary in writing	Collect and apply new vocabulary in writing	Begin to recognise key vocabulary and language features from different genres and apply to writing.	Recognise key vocabulary and language features from different genres and apply to writing.	Recognise language and vocabulary used by an author for a specific genre and compare to another author, considering impact on reader.	Recognise and compare language and vocabulary features across different text types and between authors and consider impact on reader. Suggest how language would need to change for different audiences

Skills: Cooper the commentator Ace the Author	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				2f identify / explain how information / narrative content is related and contributes to meaning as a whole 2g identify / explain how meaning is enhanced through choice of words and phrase			

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				2h make comparisons within the text			
National Curriculum Statements		<p>Being encouraged to link what they read or hear read to their own experiences</p> <p>Becoming very familiar with key stories, fairy stories and traditional tales and considering their particular characteristics</p>	<p>Discussing the sequence of events in books and how items of information are related</p> <p>Being introduced to non-fiction books that are structured in different ways</p>	<p>Identifying themes and conventions in a wide range of books</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Recognising some different forms of poetry</p> <p>Retrieve and record information from non-fiction</p> <p>Identifying how structure, and presentation contribute to meaning</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>		<p>Making comparisons within and across books</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing (text types)</p> <p>Non-statutory - Pupils should be shown how to compare characters, settings, themes and other aspects of what they read</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Identifying and discussing conventions in and across a wide range of writing</p> <p>Identifying how structure and presentation contribute to meaning</p>	
Identify, discuss and record similarities and differences		Understand the difference between fiction and non-fiction	<p>Read non-fiction books which are structured in different ways</p> <p>Identify and describe some differences between fiction and non-fiction books</p>	<p>Compare and contrast features of stories read e.g. characters, settings, openings, endings</p> <p>Compare and contrast two or more versions of the same story e.g. comparing a play</p>	Compare and contrast the themes, settings, and plots of stories	<p>Identify, compare and contrast the features of a range of different forms of – poetry, non-fiction, fiction</p> <p>Compare and contrast purpose and viewpoint</p>	<p>Identify, compare and contrast the features of a range of fiction genres (e.g. contemporary v traditional) including poetry</p>

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			Compare and contrast two or more versions of the same story e.g. two versions of the same story	script of a story to the narrative		and evaluate the usefulness of each source Begin to compare and contrast authors' styles	Compare information, ideas, values and attitudes represented within and across texts Analyse how an author develops and contrasts the points of view of different characters or narrators in a text Compare and contrast authors' style, purpose and viewpoint.
Identify, compare and contrast vocabulary		Begin to identify similar and repeated language which occurs in more than one story e.g. once upon a time	Compare and contrast language within a type of story read e.g. traditional tales – one early morning/ once upon a time	Compare and contrast language within a type of story read e.g. fairy tales and plays	Compare and contrast language across different types of stories read e.g. fairy tales, myths and legends and science fiction	Compare the language of poetry, prose and non-fiction for the same theme or information	Compare and contrast different language within and across books

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<p>Making links</p>		<p>Link reading to personal experiences</p>	<p>Discuss the sequence of events in stories Discuss how items of information are related in a book Make links between current and prior reading</p>	<p>Identify and compare themes of fictional stories</p>	<p>Identify and compare themes in a wider range of fiction and non-fiction</p>	<p>Compare how a common theme is presented in a range of texts</p>	<p>Compare and contrast themes and topics in stories of the same genre e.g. mysteries and adventure stories Explain the relationship between characters, plot, setting, point of view and theme</p>
<p>Use and function of structural organisers</p>		<p>Understand and use correctly, terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line Identify the title, blurb and author of a story or non-fiction book Discuss the significance of the title Begin to identify and name some common</p>	<p>Read non-fiction texts that are structured in different ways Begin to identify and name a range of common organisers in non-fiction texts e.g. contents, headings, index, glossary</p>	<p>Read fiction and non-fiction texts that are structured in different ways Name and describe the function of a range of common organisers in non-fiction texts (Y2: contents, headings, index, glossary + Y3: sub-headings, diagrams) Use a range of structural organisers to retrieve information from non-fiction texts</p>	<p>Read fiction and non-fiction texts that are structured in different ways Name, use and describe the function of a wider range of common organisers in non-fiction texts (Y2/3: contents, headings, index, glossary, sub-</p>	<p>Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Explain why the author has chosen to structure/present the text in particular way or</p>	<p>Read fiction and non-fiction texts that are structured in different ways Identify structural organisers and make comparisons within and across books Discuss the effectiveness of different structures/presentations of</p>

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		organisers in non-fiction texts e.g. contents, headings, index, glossary,			headings, diagrams + Y4: captions and labels, bibliography) Use a range of structural organisers (see previous bullet point) to retrieve information from non-fiction texts Identifying how structure and presentation contribute to meaning (e.g. more independently and on Y4 texts)	use a particular structural organiser	fiction and non-fiction
Features of different text types		Recognise some typical characters and settings of fairy stories and traditional tales (book work)	Recognise and describe some typical features, similarities and differences between fiction and non-fiction texts	Recognise and name some different forms of poetry Compare and contrast features of stories read e.g. characters, settings, themes	Recognise and describe the typical features of a wider range of forms of poetry	Identify, compare and contrast the features of a range of poetry, non-fiction and fiction genres	Identify, compare and contrast the features of a range of fiction genres Explain major differences

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		Understand the difference between fiction and non-fiction Begin to describe the overall structure of a story e.g. being about to answer: "What is the problem in the story?"	Describe the overall structure of a story, e.g. including how the beginning introduces story and the ending concludes the action		Recognise and describe some features of fiction genres Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza		between text types
Audience and purpose				Begin to read for a range of purposes e.g. research, pleasure, locate specific information Recognise the intended audience and purpose of some non-fiction genres	Read for a range of purposes e.g. research, pleasure, locate specific information	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview	Read for a range of purposes e.g. research, pleasure, locate specific information, gain an overview, compare and contrast
Supporting meaning				Recognise that pictures/photographs can give as much information as the text	Recognise and explain how presentational devices impact on reading	Explain how a series of chapters, scenes, or stanzas fits together to	Use text structure to help summarise the text

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				Describe how each successive parts of a text builds on the meaning of earlier sections	and support meaning e.g. italics, bold, diagrams, bullet points Explain how topic sentences (first sentence of section) help cue the reader into the content of paragraphs	provide the overall structure of a particular story, drama, or poem	Analyse how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot
Reviewing and Performing	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
National Curriculum Statements		Participate in discussion about what is read to them, taking turns and listening to what others say Learning to appreciate rhymes and poems, and to recite some by heart Listening to and discussing a wide range of poems,	Listening 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 Answering and asking questions	Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Participate in discussion about both books that are read to them and those they can read for themselves, taking turns	Learning a wider range of poetry by heart 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 Asking questions to improve their understanding Recommending books that they have read to their peers, giving reasons for their choices Participate in discussions about books, building on their own and others'		

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		stories and non-fiction at a level beyond that at which they can read independently	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear Participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	and listening to what others say Asking questions to improve their understanding of a text	ideas and challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates,
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National Curriculum Statements - spoken language (linked to reading)	<p>Ask relevant questions to extend their understanding and knowledge</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Participate in discussions, presentations, performances, role play/improvisations and debates</p> <p>Consider and evaluate different viewpoints, attending to and building on the contributions of others</p>						
	Year R	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discussing and debating		<p>Participate in discussion about what is read to them (stories, poems and non-fiction at a level beyond which they can read independently),</p> <p>Take turns and listen to what others say</p>	<p>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</p> <p>Participate in discussion about books, poems & other works that they can read for themselves,</p> <p>Take turns and listen to what others say</p>	<p>Discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them</p> <p>Take turns, listen to what others say</p> <p>Discuss specific events, characters or sections of a text</p> <p>Discuss words and phrases which captures the readers interest and imagination</p>	<p>Discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks that they have read themselves and which have been read to them</p> <p>Take turns, listen to what others say and ask follow up questions to contributions made by others</p> <p>Identify and discuss the purpose of a text and the intended impact on the reader</p>	<p>Participate in discussions about books, building on their own and others' ideas</p> <p>Ask questions to clarify others' opinions</p> <p>Explain and discuss their understanding of what they have read</p> <p>Provide reasoned justifications for their views</p> <p>Identify and discuss themes and points of view within and across texts</p>	<p>Participate in discussions about books, building on their own and others' ideas</p> <p>Challenge views courteously</p> <p>Explain and discuss their understanding of what they have read through formal debates</p> <p>Provide reasoned justifications and a wider range of evidence to support their views</p> <p>Comment on the overall impact of a text on the reader</p>

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			Explain their understanding of books poems and other materials that they have read and which have		Identify and discuss the difference between fact and opinion Discuss the impact words and phrases which capture the readers interest and imagination		
Evaluating and reviewing		State whether they like a story or poem	State whether they like a story and characters within the story State which text they prefer and give a reason to support their opinion	Write structured reviews of a text, stating which were their favourite parts and why	Write structured reviews of a text, evaluating the overall text as well as reviewing specific elements	Recommend to their peers orally and in writing books that they have read Give reasons for recommendations Write independent reviews of a text	Recommend books that they have read to wider audiences e.g. on-line, local library Write independent reviews and give reasons for specific recommendations
Presenting and performing		Recognise and join in with predictable phrases Recite some poems and rhymes by heart Retell key fairy stories and	Continue to build up a repertoire of poems learnt by heart, reciting some, with appropriate	Prepare poems and play scripts to read aloud and to perform, showing understanding through volume and action	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone,	Learn a range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding through	Learn a wider range of poetry by heart Prepare poems and plays to read aloud and to perform, showing understanding

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		traditional tales verbally.	intonation to make the meaning clear Retell a wider range of fairy stories and traditional tales verbally		volume and action	intonation, tone and volume so that the meaning is clear to an audience Explain their understanding by presenting some of their ideas to others	through intonation, tone and volume so that the meaning is clear to an audience Explain and discuss their understanding of what they have read through formal presentations
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	EYFS (30 - 50mths to ELGs)	Key Stage One		Key Stage Two			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Phonics and decoding:	To enjoy rhyming and	To apply phonic	To continue to apply phonic	To use their phonic	To read most words fluently	To read most words fluently	To read fluently with full knowledge of all

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<p>rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the</p>	<p>knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, -ed and -est endings.</p>	<p>knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words</p>	<p>knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.*</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.*</p>	<p>and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*</p>	<p>and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.*</p>	<p>Y5/ Y6 exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
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	<p>letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p>	<p>To read words with contractions, e.g. I'm, I'll and we'll.</p>	<p>containing common suffixes.*</p>				
<p>Common exception words</p>	<p>To read some common irregular words.</p>		<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and</p>			

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				fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.			
Fluency	<p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To ascribe meanings to marks that they see in different places.</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g. at over 90</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>			

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	<p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p>		<p>words per minute, in age-appropriate texts.</p>	
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