

Mordiford Primary School Reading Progression

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<p>Apply phonic knowledge to decode words</p> <p>Read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPC</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs</p> <p>Read contractions and understanding use of apostrophe</p>	<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondence</p> <p>Read most words quickly & accurately without</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>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</p>	<p>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</p>

	Read aloud phonically-decodable texts	overt sounding and blending.				
Range of Reading	<p>Listening, to and discussing, a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p>	<p>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.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p>	<p>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</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>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</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>Familiarity with texts</p>	<p>Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristic</p> <p>Recognising and joining in with predictable phrases</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Recognising simple recurring literary language in stories and poetry</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>Identifying themes and conventions in a wide range of books</p>	<p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>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</p> <p>Identifying and discussing themes and conventions in and across a wide range of writing</p>
<p>Poetry and performance</p>	<p>Learning to appreciate rhymes and poems, and to</p>	<p>Continuing to build up a repertoire of poems learnt by</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing</p>	<p>Preparing poems and play scripts to read aloud and to perform, showing</p>	<p>Learning a wider range of poetry by heart</p>	<p>Learning a wider range of poetry by heart</p>

	recite some by heart	heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	understanding through intonation, tone, volume and action*recognising some different forms of poetry	understanding through intonation, tone, volume and action*recognising some different forms of poetry	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	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
Word meanings	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	Using dictionaries to check the meaning of words that they have read	Using dictionaries to check the meaning of words that they have read		
Understanding	Drawing on what they already know	Discussing the sequence of	Checking that the text makes sense	Checking that the text makes sense	Checking that the book makes	Checking that the book makes

	<p>or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>events in books and how items of information are related</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>to them, discussing their understanding and explaining the meaning of words in context</p> <p>Asking questions to improve their understanding of a text</p> <p>Identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Asking questions to improve their understanding</p> <p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>
Inference	<p>Discussing the significance of the title and events</p> <p>Making inferences on the basis of</p>	<p>Making inferences on the basis of what is being said and done</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from</p>	<p>Drawing inferences such as inferring characters' feelings, thoughts and motives from</p>

	what is being said and done	Answering and asking questions	justifying inferences with evidence	justifying inferences with evidence	their actions, and justifying inferences with evidence	their actions, and justifying inferences with evidence
Prediction	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
Authorial Intent			Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the	Identifying how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language, considering the

					impact on the reader	impact on the reader
Non-fiction		Being introduced to non-fiction books that are structured in different ways	Retrieve and record information from non-fiction	Retrieve and record information from non-fiction	Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction	Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction
Discussing reading	Participate in discussion about what is read to them, taking turns and listening to what others say Explain clearly their understanding of what is read to them	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	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	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	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' ideas and	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' ideas and

		understanding of books, poems and other material, both those that they listen to and those that they read for themselves			challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views	challenging views courteously Explain and discuss their understanding of what they have read, including through formal presentations and debates. Provide reasoned justifications for their views
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