Progression ladder - Reading

	EYFS	Year 1	Year 2	Lower KS2	Upper KS2

Progression ladder - Reading

National Curriculum & Early Years Framework See separate progression ladder	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; - • Anticipate – where appropriate – key events in stories; - • Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. • Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - • Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	• apply phonic knowledge and skills as the route to decode words • respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings • read other words of more than one syllable that contain taught GPCs • read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read books aloud, accurately, that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words • reread these books to build up their fluency and confidence in word reading	• continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • read accurately words of two or more syllables that contain the same graphemes as above • read words containing common suffixes • read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation • reread these books to build up their fluency and confidence in word reading	• apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • develop positive attitudes to reading, and an understanding of what they read, by: • listening 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 • using dictionaries to check the meaning of words that they have read • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • discussing words and phrases that capture the reader's interest and imagination • recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: • checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context • asking questions to improve their understanding of a text • 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 • identifying main ideas drawn from more than 1 paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • 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	• 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 • maintain positive attitudes to reading and an understanding of what they read by: ○ continuing to read and discuss 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 ○ 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 ○ recommending books that they have read to their peers, giving reasons for their choices ○ identifying and discussing themes and conventions in and across a wide range of writing ○ making comparisons within and across books ○ 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 • understand what they read by: ○ 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 ○ summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas ○ 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 • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction • 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 • 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

Progression ladder - Reading

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Behaving as a reader	Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding	Taking part in talk about shared and personal reading Taking turns and listening to what others say Making connections with their own experiences Participating in role play to identify with and explore characters and try out language they have listened to	Listening to and discussing 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 about texts that they listen to and those that they read for themselves Listening to feedback on their own views Continuing to extend their understanding of what they have read by participating in role-play and other drama techniques to help them to identify with and explore characters and to try out the language they have listened to	Participating in discussions about fiction, poetry, plays, non-fiction and reference/text books Listening attentively to a longer and a wider range of texts Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Being willing to experiment with reading choices Reading for a range of different purposes Asking self directed questions/ showing curiosity to deepen their understanding Preparing readings for performance and showing understanding through volume, tone, intonation and action.	Participating in discussions about fiction, poetry, plays, non-fiction and reference/text books Listening attentively to a longer and a wider range of texts Explaining and discussing their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Being willing to experiment with reading choices Reading for a range of different purposes Asking self directed questions/ showing curiosity to deepen their understanding Preparing readings for performance and showing understanding through volume, tone, intonation and action.	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and text books In their discussions, building on their own and others' ideas and challenging views courteously Recommending to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience	Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and text books In their discussions, building on their own and others' ideas and challenging views courteously Recommending to their peers, books that they have read, giving reasons for their choices and providing reasoned justifications for their views Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that meaning is clear to the audience

Progression ladder - Reading

Retrieval Skills	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	Checking their understanding during and after reading and correcting inaccurate reading Recalling things that they read or are read to them (supported by growing familiarity with text types) Beginning to use some processes to find out information	Checking that the text makes sense to them as they read and correcting inaccurate reading Being able to retell strongly patterned stories including a wider range of fairy stories and traditional tales Starting to use their understanding of structure and organisation of fiction and non-fiction texts to locate and retrieve information Making reference to quotations from texts	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Retelling orally a wider range of familiar stories including fairy tales, myths and legends Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these Retrieving and recording information from fiction and nonfiction Using contents pages and indexes to locate information Beginning to use some relevant textual reference/ quotations to support views	Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context Retelling orally a wider range of familiar stories including fairy tales, myths and legends Asking questions to improve their understanding of a text Identifying main ideas drawn from more than one paragraph and summarising these Retrieving and recording information from fiction and nonfiction Using contents pages and indexes to locate information Beginning to use some relevant textual reference/ quotations to support views	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 Summarising the main ideas drawn from more than one paragraph Identifying key details that support the main ideas Retrieving, recording and presenting information from a range of texts including nonfiction and applying these skills in a range of contexts (i.e. cross curriculum; real life) Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes when necessary Distinguishing between statements of fact and opinion Making comparisons within and across books including comparisons of characters, settings and themes Learning a wide range of poetry by heart	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 Summarising the main ideas drawn from more than one paragraph Identifying key details that support the main ideas Retrieving, recording and presenting information from a range of texts including nonfiction and applying these skills in a range of contexts (i.e. cross curriculum; real life) Explaining and discussing their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes when necessary Distinguishing between statements of fact and opinion Making comparisons within and across books including comparisons of characters, settings and themes Learning a wide range of poetry by heart Using relevant textual reference and/or quotation to support views

Progression ladder - Reading

						Using relevant textual reference and/or quotation to support views	

Progression ladder - Reading

Inferential Skills	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	Drawing on what they already know or on background information and vocabulary provided by the teacher to predict what might happen Using titles, covers etc. to support predictions Predicting what might happen on the basis of what has been said and done and read so far	Being able to draw on what they already know or on background information and vocabulary provided by the teacher to predict what might happen or read between the lines Predicting what might happen on the basis of what has been read so far Making inferences on the basis of what is being said and done Answering and asking questions to secure their predictions and inferences	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	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	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 textual evidence, quotations etc.	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 textual evidence, quotations etc.

Progression ladder - Reading

Purpose and organisation	Anticipate – where appropriate – key events in stories Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Familiarity with and ability to retell key stories, fairy stories and traditional tales Recognising and joining in with familiar phrases Beginning to understand how written language can be structured in order – for example – to build surprise/ present facts Familiarity with rhymes and poems, some of which they can recite by heart	Becoming increasingly familiar with the structures of a wider range of stories, fairy stories and traditional tales Discussing the sequence of events in books and how items of information are related Understanding the idea of cause and effect in both narrative and non-fiction Becoming familiar with and finding their way around non-fiction books that are structured in different ways Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation, to make the meaning clear	Showing increasing familiarity with the patterns and structures in a wide range of books, including fairy stories, myths and legends Beginning to identify how structure and presentation contribute to meaning Recognising the conventions of organisation, structure and presentation of the different forms they read Recognising some different forms of poetry (e.g. free verse; narrative poetry)	Showing increasing familiarity with the patterns and structures in a wide range of books, including fairy stories, myths and legends Beginning to identify how structure and presentation contribute to meaning Recognising the conventions of organisation, structure and presentation of the different forms they read Recognising some different forms of poetry (e.g. free verse; narrative poetry)	Further developing their knowledge and understanding of conventions of different types of writing such as the use of first person in writing diaries and autobiographies Beginning to understand and explain how writers use organisation and presentational devices to create their own voice and influence the reader	Further developing their knowledge and understanding of conventions of different types of writing such as the use of first person in writing diaries and autobiographies Beginning to understand and explain how writers use organisation and presentational devices to create their own voice and influence the reader

Progression ladder - Reading

Style and Impact	Participate in small group, class and one-to-one discussions about reading and stories, offering their own ideas, using recently introduced vocabulary	Discussing new word meanings Linking new word meanings to those already known Discussing their favourite words and beginning to recognise and comment on some language choices/ effects (e.g. individual words, alliteration) Recognising and joining in with familiar phrases/patterns	Being able to discuss and clarify the meanings of words, linking new meanings to known vocabulary Understanding the difference between spoken and written language Discussing their favourite words and phrases; beginning to recognise and comment on some language choices/ effects and starting to be able to identify some of the types of words these are Recognising simple recurring literary language in stories and poetry Recognising that particular kinds of language are associated with particular text types	Using dictionaries to check the meaning of words they have read Extending their interest in the meaning and origin of words Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	Using dictionaries to check the meaning of words they have read Extending their interest in the meaning and origin of words Discussing words and phrases that capture the reader's interest and imagination Identifying how language, structure, and presentation contribute to meaning	Identifying and evaluating how language, structure and presentation contribute to meaning Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect	Identifying and evaluating how language, structure and presentation contribute to meaning Using appropriate technical terminology to discuss and write about what they hear and read e.g. metaphor, simile, analogy, imagery, style, effect

Progression ladder - Reading

Decoding	Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Applying phonic knowledge and skills as the route to decode words Responding speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes Reading accurately by blending sounds in unfamiliar words containing GPCs that have been taught Reading common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Reading words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings Reading other words of more than one syllable that contain taught GPCs Reading words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) Reading aloud accurately, books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Re-reading these books to build up their fluency and confidence in word reading	The ability to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent Reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes Reading accurately words of two or more syllables that contain the same graphemes as above • Reading words containing common suffixes Reading further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word Reading most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered Reading aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation Reading with increasing expression and appropriate intonation	Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet Reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Applying their growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words they meet Reading further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	Applying 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 Working out any unfamiliar word s with increasing automaticity by focusing on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' Reading aloud texts of an age appropriate interest level with accuracy and at a reasonable speaking pace Reading silently	Applying 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 Working out any unfamiliar word s with increasing automaticity by focusing on all the letters in a word so that they do not, for example, read 'invitation' for 'imitation' Reading aloud texts of an age appropriate interest level with accuracy and at a reasonable speaking pace Reading silently

Progression ladder - Reading

Authorial Intent / Context	Express their ideas and feelings about books that they are reading and have been read to them, using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.	Beginning to make statements about likes and dislikes in reading, sometimes with reasons Showing some awareness that different genres have different features Showing some awareness that books are set in different times and places	Identifying the main purpose Recognition of some of the features of the context of texts Beginning to talk about their understanding of what they read or hear making links between texts and text types including film	Identifying themes and conventions in a wide range of texts such as the triumph of good over evil or use of magical devices in fairy stories and folk tales Showing awareness that writers have different purposes Commenting on the effect that the reader's or writer's context has on the meaning of texts Commenting on the writer's viewpoint Identifying the main purpose Commenting on the effect on the reader	Identifying themes and conventions in a wide range of texts such as the triumph of good over evil or use of magical devices in fairy stories and folk tales Showing awareness that writers have different purposes Commenting on the effect that the reader's or writer's context has on the meaning of texts Commenting on the writer's viewpoint Identifying the main purpose Commenting on the effect on the reader	Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing Considering different accounts of the same event and discussing /explaining viewpoints /purposes (both of authors and fictional characters) within a text and across more than one text Identifying and beginning to explain similarities and differences between texts Beginning to explain how the contexts in which texts are written and read contribute to meaning	Recognising, identifying and discussing themes (e.g. loss, heroism) in a wider range of writing Considering different accounts of the same event and discussing /explaining viewpoints /purposes (both of authors and fictional characters) within a text and across more than one text Identifying and beginning to explain similarities and differences between texts Beginning to explain how the contexts in which texts are written and read contribute to meaning