















## Reading Progression







Learning objectives that don't need to be explicitly taught







End of year TAFs







	Fluency	Responding to the text	Reading for enjoyment	 Vocabulary	 Inference	 Prediction	 Explain	 Retrieve	 Summarise/ Sequence
1	<p>Begin to to apply phonic knowledge and skills as the route to decode words.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far.</p>	<p>Become familiar with and retell a wide range of stories, fairy stories and traditional tales</p> <p>Explore some non-fiction books and begin to understand the structure.</p> <p>Ask and answer simple questions about the text.</p>	<p>Begin to participate in discussion about books, poems and other works that are read and those that can be read independently, taking turns and listening to what others say.</p>	<p>Discuss favourite words used by the author.</p>	<p>Use pictures or words to make simple inferences about characters' feelings.</p>	<p>Predict what might happen next based on the plot so far.</p>	<p>Begin to discuss similarities between books read.</p>	<p>With support, answer simple questions about what is read.</p> <p>Point to author's name on a book cover where name is easily identifiable, and explain what an author does.</p>	<p>Retell the story in their own words, using key events from the text.</p>
2	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded, and reading is fluent</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 and other works that are read and those that can be read independently, taking turns and</p>	<p>Discuss favourite words and phrases and clarify meaning</p> <p>Recognise some recurring literary language in stories and poems</p>	<p>Use pictures or words to make inferences about characters' feelings using what they say and do</p>	<p>Predict what might happen on the basis of what has been read in terms of plot, character and language</p> <p>Make predictions using own</p>	<p>Explain and discuss understanding of books, poems and other material, both those that they listen to and those that are read independently</p>	<p>Independently read and answer simple questions about what is read.</p> <p>Develop techniques for skimming and</p>	<p>Order events from the text.</p> <p>Begin to discuss how events are linked focusing on the main content of the story.</p>

<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p> <p>Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up fluency and</p>	<p>Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>Explore non-fiction books that are structured in different ways</p> <p>Practice and perform a range of poems, which have been learnt, and use appropriate intonation to make the meaning clear</p> <p>Answer and ask questions and modify answers as the story progresses</p>	<p>listening to what others say</p> <p>Discuss understanding of books, poems and other material, both those that they listen to and those that are read independently</p> <p>Express views about a book or poem</p>	<p>Link new meanings to known vocabulary</p>	<p>Infer basic points and begin, with support, to pick up on subtler references</p> <p>Infer (make judgements) about characters' and discuss their feelings, thoughts and motives from their actions.</p>	<p>knowledge and give explanations</p>	<p>Discuss some similarities between books</p>	<p>scanning over an age appropriate text</p> <p>Discuss why some events in a story are important and make simple links between items of information.</p> <p>Point to author's name on a book cover where name is easily identifiable, and explain what an author does.</p> <p>Find specific information on a page of non-fiction text, often using features such as key words, headings and captions, etc.</p>	
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	<p>confidence in word reading.</p> <p>Check the reading makes sense and correct any inaccurate reading</p>								
	<b>Fluency</b>	<b>Responding to the text</b>	<b>Reading for enjoyment</b>	 <p><b>Vocabulary</b></p>	 <p><b>Inference</b></p>	 <p><b>Prediction</b></p>	 <p><b>Explain</b></p>	 <p><b>Retrieve</b></p>	 <p><b>Summarise/Sequence</b></p>
3	<p>Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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>Perform poems and play scripts showing</p>	<p>Make links between texts and to the wider world</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Participate in discussion about both books that are read to the class and those that are read independently, taking turns and listening to what others say</p>	<p>Be able to understand unfamiliar vocabulary by reading the sentence/paragraph to work out what the word might mean</p> <p>Be able to give synonyms for words</p> <p>Identify similes, alliteration and repetition in texts</p> <p>Find and explain the meaning of words in context</p>	<p>Infer feelings, thoughts and motives of main characters from their actions</p>	<p>Predict what might happen next in a story or video from evidence stated or implied</p>	<p>Explain answers taking evidence from the text</p> <p>Explain the themes/conventions within the texts they are studying</p>	<p>Develop techniques for skimming and scanning over an age appropriate text</p> <p>Know information can be found in non-fiction features such as diagrams, photos, captions, labels and charts, as well as in main text, and often use these features with</p>	<p>Summarise main points from a paragraph</p> <p>With support, retell stories in correct sequence with different degrees of detail, depending on the purpose of the retelling. (including longer familiar stories they have read. E.g myths and legends.</p>

	understanding through intonation, tone, volume and action			Use specific vocabulary and ideas expressed in the text to support own views  Begin to develop an understanding of the difference between fact and opinion				minimal prompting to find answers to questions.	
	<b>Fluency</b>	<b>Responding to the text</b>	<b>Reading for enjoyment</b>	 <b>Vocabulary</b>	 <b>Inference</b>	 <b>Prediction</b>	 <b>Explain</b>	 <b>Retrieve</b>	 <b>Summarise/Sequence</b>
4	<p>Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), 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>Perform poems and play scripts showing an understanding through intonation, tone, volume and action</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Increase familiarity with a wide range of books- fairy stories, myths and legends and retell some orally</p> <p>Recognise different forms of poetry</p> <p>Identify features that characterise books set in different cultures or historical settings</p> <p>Ask questions to improve</p>	<p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Participate in discussion about both books that are read to the class and those that are read independently, taking turns and listening to what others say</p>	<p>Use dictionaries to check the meaning of words that they have read</p> <p>Explain the meaning of words in context</p> <p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Use specific vocabulary, and ideas expressed in the text, to support own responses</p>	<p>Inferring characters' feelings, thoughts and motives from their actions</p> <p>Make inferences about events.</p> <p>Infer underlying themes and ideas</p>	<p>Predict what might happen from details stated and implied</p>	<p>Identify specific techniques, e.g. simile, metaphor, repetition and exaggeration; explaining the effect on the reader</p> <p>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</p> <p>Identify how a range of presentational devices guide the reader in non-fiction</p>	<p>Develop techniques for skimming and scanning over an age-appropriate text</p> <p>Use a range of non-fiction features to help retrieve information from a text, and with support choose a simple way to record the information they have discovered.</p>	<p>Summarise the main details from more than one paragraph in a few sentences, using vocabulary from the text</p> <p>With support, retell stories, and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on the purpose of the retelling.</p>

		understanding of a text							
	<b>Fluency</b>	<b>Responding to the text</b>	<b>Reading for enjoyment</b>	 <b>Vocabulary</b>	 <b>Inference</b>	 <b>Prediction</b>	 <b>Explain</b>	 <b>Retrieve</b>	 <b>Summarise/Sequence</b>
5	<p>Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words they meet</p> <p>Learn a wider range of poetry by heart</p> <p>Perform poems and play scripts and show understanding through intonation, tone, volume and action</p>	<p>Ask questions to improve understanding</p> <p>Participate in discussion about both books that are read to the class and those that re read independently, taking turns and listening to what others say</p> <p>Identify how language, structure and presentation contribute to meaning</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Recommend books to peers, giving reasons for this choices</p> <p>Read books that are structured in different ways and reading for a range of purposes</p> <p>Increase familiarity with a wide range of books- myths, legends, modern fiction, fiction</p>	<p>Check the book makes sense by discussing understanding and exploring the meaning of words in context</p> <p>Distinguish between statements of fact and opinion and understand why this is important to interpreting the text</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader with reference to the text</p>	<p>Inferring characters' feelings, thoughts and motives from their actions, including some that are less clearly suggested by the text.</p> <p>Identify the character from whose point of view the story is told and infer feelings, thoughts and motives from their actions.</p> <p>Use information from a text to draw straightforward inferences about how</p>	<p>Predict what might happen from details stated and implied</p>	<p>Identify and discuss themes and conventions in a wide range of writing e.g. 'heroism' or 'loss'</p> <p>Identify and explain the author's point of view with reference to the text</p> <p>Make simple links between texts, their audience, purpose, time and culture</p>	<p>Develop techniques for skimming and scanning over an age appropriate text</p> <p>Skim and scan efficiently for vocabulary, key ideas and facts on screen</p> <p>Identify key ideas from fiction and non-fiction and record or present these.</p> <p>Select and sort information from a range of sources and record this information.</p>	<p>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas</p> <p>Answers questions about similarities and differences between two chapters of a book.</p> <p>Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on</p>

			from out literary heritage and books from other cultures and traditions		ideas are related.				the purpose of the retelling.
	<b>Fluency</b>	<b>Responding to the text</b>	<b>Reading for enjoyment</b>	 <b>Vocabulary</b>	 <b>Inference</b>	 <b>Prediction</b>	 <b>Explain</b>	 <b>Retrieve</b>	 <b>Summarise/Sequence</b>
6	<p>Read aloud, with intonation that shows understanding</p> <p>Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words</p> <p>Perform poems and play scripts and show understanding through intonation, tone, volume and action</p>	<p>Make comparisons within and across books</p> <p>Ask questions to improve understanding</p>	<p>Read age-appropriate books with confidence and fluency (including whole novels)</p> <p>Recommend books to peers, giving reasons for these choices</p> <p>Read books that are structured in different ways and for a range of purposes</p> <p>Participate in discussion about both books that are read to the class and those that are read independently building on ideas and challenging views</p> <p>Increase familiarity with a wide range of</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>Check that the text makes sense to by discussing understanding and explaining the meaning of words in context and of the text as a whole</p> <p>Identify and comment on genre-specific language features used e.g. shades of meaning between similar words</p>	<p>Draw inferences (e.g. inferences about characters' feelings, thoughts and motives from their actions, about how events and meanings are related) and justify these with evidence, including some that are less clearly suggested by the text.</p> <p>Identify the character from whose point of view the story is told and infer feelings, thoughts and motives from their actions</p>	<p>Predict what might happen next in a story</p> <p>Refer to the text to support predictions and opinions (expanding responses to provide Evidence + Explanation)</p>	<p>Make comparisons in and across books</p> <p>Explain and discuss understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</p> <p>Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this</p> <p>Evaluate how successfully the organisation of a text supports the writer's purpose</p> <p>Compare and discuss accounts of the same event through different character viewpoints</p>	<p>Retrieve, record and present information from non-fiction in a variety of ways.</p> <p>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</p>	<p>Summarise the main ideas drawn from more than one paragraph, page or chapter, identifying key details and using quotations for illustration</p> <p>Answer questions about similarities and differences between different parts of a book.</p> <p>Retell stories and relay main points of sequentially ordered non-fiction texts in correct sequence with different degrees of detail, depending on the purpose of the retelling.</p>

			books- myths, legends, modern fiction, fiction from out literary heritage and books from other cultures and traditions						
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