



Reading Progression Document

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>GPC knowledge and word reading Know that graphemes represent a phoneme and the more connections the reader makes, the more independent they can be. Know that words are read by blending phonemes.</p>	<p>Know that graphemes can represent more than one phoneme and the context helps the reader to decide the correct pronunciation.</p> <p>Know that words can be read at a glance and by noticing different parts. (e.g graphemes, syllables and suffixes.)</p>	<p>Know that the more a reader quickly recognises parts of a word e.g syllables, prefixes the more independent and fluent they can be as a reader.</p>	<p>Know that the reader can use what is known about familiar words to read unfamiliar words more fluently.</p>	<p>Know that the reader can use morphology and etymology to read unfamiliar words more fluently.</p>		
<p>Fluency Know that written text can be read to sound like spoken language.</p>	<p>Know that reading words at a glance and using punctuation to read in phrases leads to fluent reading.</p>	<p>Know that recognising a wider range of punctuation and reading with appropriate pace, intonation and expression supports understanding.</p>	<p>Know that intonation and expression can be altered to suit the audience or purpose for reading.</p>	<p>Know that by controlling tone, pitch, pace and volume the reader can create an atmosphere.</p>		
<p>Rereading Know that listening to a text several times increases enjoyment and understanding.</p>	<p>Know that re-reading parts of the text that require some slow decoding can increase fluency and understanding.</p>	<p>Know that accurate decoding does not always result in understanding and it is sometimes important to reread parts of the text.</p>	<p>Know that re-reading to clarify words or phrases increases understanding of text.</p>	<p>Know that re-reading to improve pace, expression and intonation increases understanding of text.</p>	<p>Know that re-reading to explore literary language increases understanding of text.</p>	<p>Know that re-reading helps the reader find evidence to support their views and opinions.</p>
<p>Background knowledge</p>	<p>Know that the reader's</p>	<p>Know that comparing</p>	<p>Know that drawing on a</p>	<p>Know that stories can</p>	<p>Know that building</p>	<p>Know that reading</p>



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<p>Know that characters in stories sometimes do feel the same things as the reader.</p>	<p>experiences help them to understand events and characters in text.</p>	<p>similar characters and events in a range of different texts increases understanding.</p>	<p>range of familiar texts and experience helps the reader identify themes.</p>	<p>include a range of themes and that the reader will relate to some because of what they have experience or read in other books.</p>	<p>knowledge of a theme or topic helps the reader understand text that is outside of their experience.</p>	<p>widely develops the reader's general knowledge and supports deeper understanding of text.</p>
<p>Asking questions Know that reading or listening to stories raises questions in the reader's mind.</p>	<p>Know that wondering and asking questions about a text increase understanding and enjoyment.</p>	<p>Know that wondering and asking questions can help the reader develop a deeper understanding of characters and events.</p>	<p>Know that wondering and asking questions about information that is inferred, can help the reader understand themes.</p>	<p>Know that asking questions about text helps the reader explore different perspectives of characters, authors, and readers.</p>	<p>Know that asking questions helps the reader understand how the author is presenting a view of the world including how they depict values, age, gender, and cultural groups.</p>	<p>Know that asking questions about a text can help the reader explore their developing opinions, values, and view of the world.</p>
<p>Predicting Know that the reader can use what they already know to suggest what might happen next.</p>	<p>Know that prior knowledge as well as information in the text can help the reader make sensible predictions about what might happen.</p>	<p>Know that some of the things the reader knows about characters or events even though they are not written down might help them predict what might happen next.</p>	<p>Know that predicting requires the reader to link salient points as they read to confirm or reject ideas.</p>	<p>Know that predicting is an ongoing process that helps the reader monitor and adjust their understanding of text.</p>		
<p>Vocabulary Know that text contains words that the reader may not understand.</p>	<p>Know that some words or phrases will need clarifying if they are not understood.</p>	<p>Know that words can have more than one meaning but will make sense in the</p>	<p>Know that the context can be used to infer the meaning of unfamiliar words and phrases.</p>	<p>Know that morphology and etymology help the reader understand unfamiliar</p>	<p>Know that reading more widely develops the reader's ability to use a range of strategies to</p>	<p>Know that building a wide vocabulary and deep understanding of literary language</p>



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		context of the text.		words and phrases.	clarify unfamiliar words.	helps the reader understand and enjoy a wide range of challenging texts.
Inference Know that readers can know things about text that are not written down.	Know that the reader can understand why things are happening and why characters behave in a certain way even though it is not written down.	Know that the reader can use ideas from the text and their own experience to explain why things happen and why characters behave in a certain way even though it is not written down.	Know that the reader can use ideas from the text that are inferred to understand concepts and themes.	Know that there is more than one reason why events happen or why a character might feel or behave a certain way. Use parts of the text to justify what they have inferred.	Know that inference supports the reader to understand literary language and explore vocabulary more deeply.	Know that inference supports the reader to explore how authors provide information, values, and ideas to present the world in different ways.
Summarising Know that text has key points.	Know that remembering key points helps the reader understand the text.	Know that linking the key points across text helps the reader understand.	Know that making regular, brief summaries of what has been read increases understanding.	Know that identifying details that support key ideas increases understanding.	Know that the key points of a summary may change as the reader reads on.	Know that effective summarising helps the reader identify the most pertinent points to use in discussion.
Preference - choice Know that some texts are more enjoyable than others.	Know that readers can say why they do or do not like a text.	Know that readers have favourite authors and genres.	Know that sharing recommendations helps readers expand their preferences.	Know that reading widely helps readers expand their preferences.	Know that reading books widely helps readers understand other people's views of the world and experiences.	Know that reading books beyond their preferences helps the reader develop opinions and values of the wider world.
Book talk/ discussion Know that readers talk about texts.	Know that to talk about texts readers need to share opinions and	Know that discussing texts increases understanding	Know that considering the opinions of another reader may change a	Know that evidence from a text may be used in discussion to challenge	Know that discussing a text helps the reader develop their understanding	Know that discussing text helps the reader explore their developing



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	listen to others.	g and enjoyment.	reader's opinion about a text.	their own and others' ideas.	of other people's experiences and views of the world.	opinions, values, and views of the world.
Drama Know that ideas and characters from texts can be used in play.	Know that role play helps the reader retell events in the text in order.	Know that drama helps the reader develop a deeper understanding of characters and events.	Know that drama helps the reader explore and understand themes in text.	Know that drama helps the reader develop empathy and the ability to see events from different perspectives.	Know that drama helps the reader extend their vocabulary by using literary language in context.	Know that drama helps the reader to look beyond the text and explore their developing opinions, values, and views of the world.
Retrieval Know that readers can answer questions and have opinions about text.	Know that readers can show what they have understood in their answers to questions about texts.	Know that readers need to identify what the question is asking and retrieve evidence from the text.	Know that readers use organisational features such as headings, index, titles to locate relevant information.	Know that readers skim and scan text to retrieve information.	Know that readers use information they have retrieved in a variety of ways to participate in debates and discussions.	Know that readers need to evaluate the credibility of the information retrieved from texts.
Know that text contains interesting words and phrases.	Know that language in text differs from spoken language.	Know that language in text can have an emotional impact on the reader.	Know that the author makes deliberate choices about language and presentation to have an impact on the reader.	Know that the author's choice of language and presentation directs how the reader perceives characters, settings and topics and themes.	Know that the author's use of language and presentation can be interpreted in different ways and that the reader needs to be able to justify their interpretation.	Know that the author's choice of language and presentation can create bias and the reader needs to consider how this influences their developing opinions, values, and view of the world.