

## Barwic Parade Community Primary School Reading Progression Grid

At Barwic Parade Community Primary School, we want all children to develop the skills needed to become fluent readers who can comprehend and engage with texts in different ways. Throughout school, progression in the teaching of reading is vitally important. This is done through a variety of ways- high-impact phonics teaching, modelling and teaching the VIPERS skills when approaching a text (vocabulary, inference, predictions, explanations, retrieval and summarising) and, in key stage two, the use of reciprocal reading strategies (predicting, clarifying, questioning and summarising). Reading is taught as discrete sessions daily as well as incorporated throughout all other subjects in one form or another.

For more on early-reading progression, see the separate phonics progression document which outlines the expected coverage weekly for phases 1-5, covering EYFS and year 1. Other year groups will also continue to access this as required in order to gap fill any missing knowledge.

	EYFS	Key Stage One		Lower Key stage Two		Upper Key stage Two	
<b>Word Reading:</b>  <b>Phonics and decoding</b>	<u>EYFS</u> <b>ELG: Word Reading</b> <ul style="list-style-type: none"> <li>Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>Read words consistent with their phonic knowledge by sound-blending.</li> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some</li> </ul>	<u>Year 1</u> <ul style="list-style-type: none"> <li>Children apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes.</li> <li>Accurately read by blending sounds in unfamiliar words containing GPCs</li> </ul>	<u>Year 2</u> <ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that</li> </ul>	<u>Year 3</u> <ul style="list-style-type: none"> <li>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</li> <li>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet.</li> </ul>	<u>Year 4</u> <ul style="list-style-type: none"> <li>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet.</li> </ul> <p><i>(see SPaG progression)</i></p>	<u>Year 5</u> <ul style="list-style-type: none"> <li>To read most words fluently and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>Apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words that they</li> </ul>	<u>Year 6</u> <ul style="list-style-type: none"> <li>To read fluently and decode any unfamiliar words with speed and skill, recognising their meaning through contextual cues.</li> <li>Apply their knowledge of root words, prefixes and suffixes to confidently read aloud and understand the meaning of new words that they meet. <i>(see SPaG progression)</i></li> </ul>

	common exception words	<p>that have been taught.</p> <ul style="list-style-type: none"> <li>• Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions and understand that the apostrophe represents the omitted letter(s).</li> </ul>	<p>contain the same graphemes as above.</p> <ul style="list-style-type: none"> <li>• Read words containing common suffixes.</li> </ul>	<i>(see SPaG progression)</i>		meet. <i>(see SPaG progression)</i>	
<p><b>Word Reading:</b></p> <p><b>Common exception words</b> <i>(sight words)</i></p>	<p><b>EYFS</b></p> <p><b><i>ELG: Word Reading</i></b></p> <ul style="list-style-type: none"> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Read further exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><i>(See Y3 spelling programme)</i></p>	<p><b>Year 4</b></p> <ul style="list-style-type: none"> <li>• Read all 3/4 exception words, noting unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul> <p><i>(See spelling programme)</i></p>	<p><b>Year 5</b></p> <ul style="list-style-type: none"> <li>• To read most Y5/6 common exception words, discussing the unusual correspondences between spelling and sound where these occur in a word.</li> </ul> <p><i>(See spelling programme)</i></p>	<p><b>Year 6</b></p> <ul style="list-style-type: none"> <li>• To read all Y5/6 common exception words, discussing the unusual correspondences between spelling and sound where these occur in a word.</li> </ul> <p><i>(See spelling programme)</i></p>

<p><b>Word Reading:</b></p> <p><b>Fluency</b></p>	<p><b>EYFS</b></p> <p><b><u>ELG: Word Reading</u></b></p> <ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<p><b>Year 1</b></p> <ul style="list-style-type: none"> <li>• Read 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.</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Year 2</b></p> <ul style="list-style-type: none"> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p><b>Year 3</b></p> <ul style="list-style-type: none"> <li>• Read most words quickly and accurately within longer or more complex texts, using phonic knowledge to decode quickly and accurately.</li> <li>• Read aloud books at the appropriate level with fluency and confidence.</li> </ul>	<p><b>Years 4, 5 and 6</b></p> <p><i>By this stage in learning, children should have a good level of fluency when reading aloud and independently.</i></p> <p><i>The teaching of fluency should continue explicitly for those working towards previous year group expectations.</i></p> <p><i>For most, teaching and developing comprehension skills should be taking precedence. Any focus on word reading at this stage should support the development and expansion of vocabulary.</i></p>
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**Comprehension: breadth and depth of reading**

**EYFS**

**ELG: Comprehension**

Children at the expected level of development will:

- 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.

**Year 1**

- Listen to and discuss a wide range of poems, stories and non-fiction beyond that at which they can read independently
- Begin to link what they read or hear read to their own experiences.
- Become familiar with key stories, fairy-tales and traditional tales, retelling them and considering their characteristics.
- Recognise and join in with predictable phrases.
- Learn to appreciate rhymes and poems, and to recite some by heart.

**Continued...**

**Year 2**

- 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.
- Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.
- Be introduced to non-fiction books that are structured in different ways.
- Recognise simple recurring literary language in stories and poetry.

**Continued...**

**Year 3/4**

- Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and reading for a range of purposes.
- Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.
- Identify 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.
- Recognise some different forms of poetry [for example, free verse, narrative poetry]
- 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.

**Year 5/6**

- Maintain positive attitudes to reading and understanding of what they read through a range of ways listed below.
- Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Read books that are structured in different ways and reading for a range of purposes.
- Increase 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.
- Recommend books that they have read to their peers, giving reasons for their choices.
- Identify and discuss themes and conventions in and across a wide range of writing.
- Make comparisons within and across books.
- Learn a wider range of poetry by heart.
- Prepare 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.

**Continued...**

<p><b><u>Comprehension: breadth and depth of reading continued...</u></b></p>		<p><b><u>Year 1 cont.</u></b></p> <ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li> </ul>	<p><b><u>Year 2 cont.</u></b></p> <ul style="list-style-type: none"> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating and reciting some, with appropriate intonation to make meaning clear.</li> <li>• Participate in discussion about works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</li> </ul>	<p><b><u>Year 3/4</u></b></p>	<p><b><u>Year 5/6 cont.</u></b></p> <ul style="list-style-type: none"> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> </ul>
<p><b><u>Comprehension skills to further understanding</u></b></p>	<p><b><u>ELG: Comprehension</u></b></p> <ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate – where appropriate – key events in stories.</li> </ul>	<p><b><u>Year 1</u></b></p> <ul style="list-style-type: none"> <li>• Discuss the significance of the title and events.</li> <li>• Make inferences based on what is being said and done.</li> <li>• Predict what might happen based on what has been read so far.</li> </ul>	<p><b><u>Year 2</u></b></p> <ul style="list-style-type: none"> <li>• Answer and ask questions.</li> <li>• Make inferences based on what is being said and done.</li> <li>• Predict what might happen based on what has been read so far.</li> <li>• Discuss sequences of events in books and how information can be related.</li> </ul>	<p><b><u>Year 3/4</u></b></p> <ul style="list-style-type: none"> <li>• Ask questions to improve their understanding of a text.</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, beginning to justify inferences with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Identify main ideas from more than one paragraph and summarising these.</li> <li>• Identify how language, structure, and presentation contribute to meaning.</li> <li>• Retrieve and record information from non-fiction.</li> </ul>	<p><b><u>Year 5/6</u></b></p> <ul style="list-style-type: none"> <li>• Ask detailed questions to improve understanding.</li> <li>• Draw inferences (inferring characters' feelings, thoughts and motives from their actions), justifying these with evidence.</li> <li>• Predict what might happen from details stated and implied.</li> <li>• Summarise the main ideas from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Retrieve, record and present information from non-fiction.</li> </ul>

**Word meanings and  
authorial intent**

**EYFS**

**ELG: Comprehension**

- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

**Year 1**

- Discuss word meanings, linking new meanings to those already known.
- Develop comprehension by drawing on what they already know or on background information and vocabulary provided by the teacher.
- Check that the text makes sense to them as they read and correcting inaccurate reading.
- Explain their understanding of what is read to them.
- Participate in discussion about what is read to them, taking turns and listening to what others say.

**Year 2**

- Discuss and clarify the meanings of words, linking new meanings to known vocabulary.
- Draw on what they already know or on background information and vocabulary provided by the teacher to develop comprehension.
- Check that the text makes sense to them as they read and correcting inaccurate reading.
- Discuss their favourite words and phrases.
- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

**Year 3/4**

- Understand what they read by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Use dictionaries to check the meaning of words that they have read.
- Discuss words and phrases that capture the reader's interest and imagination.
- 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.

**Year 5/6**

- Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
- Distinguish between statements of fact and opinion.
- Participate in discussions about books, building on their own and others' ideas and challenging views courteously.

**Reading vocabulary**

**EYFS**

Sight words (instead of tricky/ common exception words), letter, word, sound, phoneme, grapheme, digraph, trigraph, segmenting, spelling, blending, explain, describe, consonant, vowel, book, page, front, back, character, setting, fiction, non-fiction.

**Year 1/2**

All previous vocabulary plus:  
Fluency, comprehension, discuss, clarify, ask, answer, explain, phrases, fiction, non-fiction, poetry, play scripts, perform, traditional tales, retell.

**Year 3/4**

All previous vocabulary plus:  
Root words, prefix, suffix, audience, purpose, structure, justify, summarise, main idea, clarify, infer, predict, retrieve, explain, organise, chapter, paragraph, contents, heading, subheading, glossary, illustration, caption, alphabetical.

**Year 5/6**

All previous vocabulary plus:  
Context, impression, fact, opinion, distinguish, establish, language, structure, meaning, intent, genres, clarifying, intonation, stamina,