Charlestown's Reading Progression Document

Word reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	- 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	-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	-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	-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	-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	-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

		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	-reread these books to build up their fluency and confidence in word reading				
Define/ Decode		- discussing word meanings, linking new meanings to those already known	-discussing and clarifying the meanings of words, linking new meanings to known vocabulary		-using dictionaries to check the meaning of words that they have read -understand what they read, in books they can read independently, by: explaining the meaning of words in context		-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

Comprehension

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
1.	**Explore**	-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; -Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	-develop pleasure in reading, motivation to read, vocabulary and understanding -listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently -learning to appreciate rhymes and poems, and to recite some by heart -participate in discussion about what is read to them, taking turns and listening to what others say -checking that the text makes sense to them as they read, and correcting inaccurate reading -discussing the significance of the title and events	-develop pleasure in reading, motivation to read, vocabulary and understanding by: -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 -discussing the sequence of events in books and how items of information are related -being introduced to 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 -checking that the text makes sense to them as they read, and correcting inaccurate reading -participate in discussion about 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	-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 -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 -identifying how language, structure, and	-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 -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 -identifying how language, structure, and	-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 -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	-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 -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

				presentation contribute to meaning -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	presentation contribute to meaning -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		
2. Predict		-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
3. Retrieve	-Anticipate, where appropriate, key events in stories	-recognising and joining in with predictable phrases -explain clearly their understanding of what is read to them -understand both the books they can already read accurately and fluently and those they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher	-becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales -recognising simple recurring literary language in stories and poetry -understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they already know or on background information and vocabulary provided by the teacher -answering and asking questions -explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	-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 -retrieve and record information from non-fiction	-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 -retrieve and record information from non-fiction	-retrieve, record and present information from non-fiction -learning a wider range of poetry by heart -understand what they read by: checking that the book makes sense to them, discussing their understanding -provide reasoned justifications for their views	-retrieve, record and present information from non-fiction -learning a wider range of poetry by heart -understand what they read by: checking that the book makes sense to them, discussing their understanding -provide reasoned justifications for their views

4. Infer		-making inferences on the basis of what is being said and done	-making inferences on the basis of what is being said and done	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
5. Relate		-becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -being encouraged to link what they read or hear to their own experiences	-discussing their favourite words and phrases	-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 -asking questions to improve their understanding -identifying how language, structure and presentation contribute to meaning -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	-recommending books that they have read to their peers, giving reasons for their choices -asking questions to improve their understanding -identifying how language, structure and presentation contribute to meaning -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
6. Summarise				-identifying main ideas drawn from more than 1 paragraph and summarising these	-identifying main ideas drawn from more than 1 paragraph and summarising these	-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas	-summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
7. Compare				-asking questions to improve their understanding of a text	-asking questions to improve their understanding of a text	-making comparisons within and across books	-making comparisons within and across books

						-identifying and discussing themes and conventions in and across a wide range of writing -distinguish between statements of fact and opinion	-identifying and discussing themes and conventions in and across a wide range of writing -distinguish between statements of fact and opinion