

Progression of Reading Skills & Age Related Expectations

Our Reading curriculum is designed to ensure all children know that reading is the path to all other learning opportunities. They understand that reading frequently helps them to become more confident readers, and being a good reader expands their world. Our children will embrace their own individual reading journey and will celebrate their reading milestones as they develop new strategies, learn new words, explore different genres, discover unknown authors, experience unfamiliar settings and unpick hidden meanings. By continually reflecting on their own reading journey, our children will not only be able to read, but most importantly, will want to read.

We do this through:

- Developing children's' competence in both dimensions of reading: word reading and comprehension.
- Prioritising reading for our early and developing readers; giving them the knowledge and skills to decode, learn and recognise a growing bank of words.
- Ensuring Quality First Teaching, where every child is treated as an individual, and additional support is put in place to make sure all children can 'keep up'.
- Fostering an appreciation and love of reading for all of our children.
- Developing curious learners who confidently participate in dialogue by questioning, relating to, expressing views and engaging in discussions around a range of quality, engaging texts.
- Placing books, texts and images at the heart of daily school life.
- Ensuring all of our children transition to high school as enthusiastic, fluent and confident readers.

Word Reading: Phonics and Decoding						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
<p>To enjoy rhythmic a rhyming activities.</p> <p>Read some common irregular words</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound for all of the 40+ graphemes that they have been taught.</p>	<p>To 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>To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising</p>	<p>To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words)</p> <p>To apply their growing knowledge of root words and prefixes, including, in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- t begin to read aloud.</p>	<p>To read most words fluently an attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual cues.</p> <p>To apply their growing phonic knowledge of root words, prefixes and suffixes/word endings, including</p>	<p>To read fluently all root words, prefixes, suffixes/word endings and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>

	To read words containing –s, -es, -ing, -ed, and –ed endings. To read words with contractions , e.g. I’m, I’ll and we’ll	alternative sounds for graphemes. To accurately read words of two or more syllables. To read most words containing common suffixes.	To apply their growing knowledge of root words and suffixes/word endings including –action, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and –cian to begin to read aloud.		-sion, - tion, -cial, -tial, -ant, -ance, -ancy, - ent, -ency, -ence, -able, -ably, And –ible/ibly to read aloud fluently.	
Common Exception Words						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Fluency	To read Yr 1 common exception words noting unusual correspondences between spelling and sound where these occur in words.	To read most Yr 1 and Yr 2 common exception words noting unusual correspondences between spelling and sound where these occur in words.	To begin to read Y3/Y4 exception words.	To read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound where these occur in the word.	To read most Y5/6 exception words, discussing the unusual correspondences between spelling and sound where these occur in the word.	To read fluently with full knowledge of the Y5/6 exception words.
Fluency						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Join in with well-known or repeated phrases in stories which are read	To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.	To read aloud words that are closely matched to their growing phonic knowledge, sounding out unfamiliar words without undue hesitation. To re-read books build up	Fluency is developed by choral reading in Whole class reading and echo reading in small groups where needed.	Children can read silently and aloud, reading fluently enough to gain the meaning from the text, re-reading where necessary. Children can use expression	Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with	Children can read silently, they recognise words automatically and group words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with

to them.	To reread texts to build up fluency and confidence in word reading.	fluency and without overt sounding out.		confidently when reading aloud.	expression. Their reading sounds natural, as if they are speaki	expression. Their reading sounds natural, as if they are speaki
Inference						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
To begin to make simple inferences about characters' feelings using pictures and verbally link these to their own experience.	To make references about characters' feelings using what they say and do to infer basic points with reference to the pictures and words in the text.	To make references about characters' feelings using what they say and do to infer basic points and begin with support to pick up on more subtle references.	To be able to infer characters' feelings, thoughts and motives from their actions. They begin to justify their thoughts by referencing a specific point in the text.	To be able to infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.	To infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.	To predict what might happen from details stated and implied. Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence; giving more than one piece of evidence to support each point made. Referring to the text to support predictions and opinions (expanding responses to provide evidence and explanation)
Prediction						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>

Children can make suggestions about what might happen next or how a story might end base on events so far. Innovate stories through role play and small world play.	Children make simple predictions based on their own life experience. They can begin to explain these ideas verbally or through pictures.	Children can make predictions using their own knowledge as well as what happened in the text so far to make logical predictions and give explanations of them.	Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further prediction s.	Children use relevant prior knowledge, as well as details from the text to form predictions and justify them. They are taught to monitor these predictions and compare them with the text s they read on.	Predictions are supported by relevant evidence from the text. Children can confirm and modify predictions as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions in light of new information.
Comprehension						
<i>EYFS</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>	<i>Year 6</i>
Read & understand simple sentences. Demonstrate understanding when talking with others about what they have read.	Relate reading to own experiences. Re-read if reading does not make sense. Re-tell with considerable accuracy. Discuss significance of title & events.	Develop fluency in order to read ahead to help with fluency & expression. Comment on plot, setting & characters in familiar & unfamiliar stories. Recount main themes & events. Comment on structure of the text.	Give a personal point of view on a text. Re-explain a text with confidence.	Comment on the way characters relate to one another. Know which words are essential in a sentence to retain meaning.	Summarise main points of an argument or discussion within their reading & make up own mind about issue/s. Compare between two texts. Appreciate that people use bias in persuasive writing. Appreciate how two people may have a different view on the same event.	Refer to text to support opinions and predictions. Give a view about choice of vocabulary, structure, etc. Distinguish between fact & fiction

Intonation and Expression						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Read aloud with pace & expression, i.e. pause at full stop, raise voice for question.	Use commas, question marks & exclamation marks to vary expression. Read aloud with expression & intonation.	Recognise how commas are used to give more meaning.	Use appropriate voices for characters within a story.	Vary voice for direct or indirect speech.	Appreciate how a set of sentences has been arranged to create maximum effect.
Reading for Pleasure						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Children go to the school library with an adult to listen to a story and the adult helps them to choose a book to take home. Weekly.	Children go to the library with an adult who helps them to choose a book to take home. Weekly.	Children go to the library and are encouraged to choose a book independently. Weekly.	Children choose a book independently and they are encouraged to broaden their reading diet by taking part in the Rainbow Reading Challenge. Weekly.	Children choose a book independently and they are encouraged to broaden their reading diet by taking part in the Rainbow Reading Challenge.	Children are encouraged to read a broad and varied diet and have the opportunity to become librarians. Have a part in choosing the books for the library and fostering a love of reading amongst their peers.	Children are encouraged to talk about their book choices with their peers. Blogs for library page on website. Readers and Lead Librarians are chosen who write blogs about book recommendations and take part in whole school assemblies to promote reading

**Intonation and
Expression**

Read aloud with
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i.e. pause at full
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for question.

Use commas,
question marks &
exclamation marks
to vary expression.
Read aloud with
expression &
intonation.

Recognise how
commas are used
to give more
meaning.

Use appropriate
voices for
characters within a
story.

Vary voice for
direct or indirect
speech.

Appreciate how a
set of sentences
has been
arranged to
create maximum
effect.