



FORSBROOK PRIMARY SCHOOL

READING PROGRESSION GRID

	EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
WORD READING	<p>ELG: Word Reading *Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>*Read words consistent with their phonic knowledge by sound-blending</p> <p>*Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p> <p>KS1 readiness objectives *Recognise and read phase 2 phonics sounds correctly in isolation and in words</p> <p>*Recognise and read phase 3 phonics sounds correctly in isolation and in words</p> <p>*Read phonics appropriate tricky words</p>	WORD READING	<p>* Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>* Respond speedily to the correct sound to graphemes for all 40+ phonemes</p> <p>* Read and understand simple sentences</p> <p>* Read aloud accurately books that are consistent with developing phonics knowledge and do not require the use of other strategies to work out words</p> <p>* Re-read books to build up fluency and confidence in word reading</p> <p>* Read many common exception words</p>	<p>*Use phonic knowledge to decode regular words and read them aloud accurately</p> <p>*Read words accurately and fluently without overt sounding and blending</p> <p>*Read most common exception words</p> <p>* Sound out most unfamiliar words accurately, without undue hesitation.</p> <p>* Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without overt sounding and blending</p>	<p>*Read fluently, decoding most new words outside everyday spoken vocabulary.</p> <p>*Read longer words with support and test out different pronunciations.</p> <p>*Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>*Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</p> <p>* Read aloud and perform, showing understanding through intonation, tone, volume and action.</p>	<p>* Continue to use phonic knowledge to decode unfamiliar words</p> <p>* Read further exception words, noting the usual correspondences between spelling and sound where these occur in the word.</p> <p>* Confidently read aloud and perform with clear intonation to show understanding.</p> <p>* Read books that are structured in different ways and read for a range of purposes.</p> <p>* Begin to choose from a wider range of books including new authors not previously chosen.</p> <p>* Apply knowledge of root words (word families) including the use of prefixes and suffixes to read aloud</p>	<p>* Read fluently, confidently and independently using strategies to work out any unfamiliar words</p> <p>* Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</p> <p>*Apply knowledge of root words (word families) to read aloud and understand the meaning of new words</p> <p>* Frequently choose to read for enjoyment both fiction and non-fiction.</p> <p>* Demonstrate appropriate intonation, tone and volume when reading aloud to make the meaning clear to the audience.</p>	<p>* Read age-appropriate books with confidence and fluency (including whole novels)</p> <p>* Read aloud with intonation that shows understanding</p> <p>*Adapt and demonstrate appropriate intonation, tone and volume when reading aloud to suit a range of audiences</p> <p>*Apply knowledge of prefixes and suffixes to read aloud and understand the meaning of new words</p> <p>*Apply knowledge of root words (word families) to read aloud and understand the meaning of new words</p>

	<p>*Segment and blend phonics appropriate words independently</p> <p>*Read phrases with a little expression Begin to develop fluency when reading</p>		<p>* Read many words containing taught GPCs and -s, -es, -ing, -ed,-er, and -est ending</p> <p>* Read words with contractions</p> <p>* Listen to and discuss a wide range of poems, stories and non-fiction that is beyond their own independent reading level</p> <p>* Recite some simple poems by heart.</p>	<p>* read most words containing common suffixes</p>	<p>* Re-read books to build up fluency and confidence in word reading</p>	<p>and understand the meaning of new words</p>		
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VOCABULARY AND COMPREHENSION	<p>ELG: Comprehension</p> <p>*Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>*Anticipate – where appropriate – key events in stories</p> <p>*Use and understand recently introduced vocabulary during</p>	VOCABULARY		<p>*Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>*Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</p>	<p>*Talk about what words mean and learn new vocabulary in order to understand what has been read</p> <p>*Discussing and clarifying the meaning of words, linking new meanings to known vocabulary</p>	<p>*Explain the meanings of words and know how to use in the correct context</p> <p>*Write own definitions for words and check the meanings of words using teacher prepared definitions</p> <p>*Use dictionaries to check the meaning of words read</p>	<p>*Explain the meanings of words and know how to use in the correct context</p> <p>*Ask questions to improve understanding of vocabulary</p> <p>*Write own definitions for words</p> <p>*Use dictionaries to check the meaning of words read</p>	<p>*Check the book makes sense, discussing and exploring the meaning of words in context</p> <p>*Use dictionaries to check the meaning of words read</p> <p>*Ask questions to improve understanding of vocabulary</p>

	<p>discussions about stories, non-fiction, rhymes and poems and during role-play</p> <p>KS1 readiness objectives</p> <p>*Talk confidently about a familiar story, being able to ask and answer questions related to the text</p> <p>*Be able to answer simple questions about what they have read</p> <p>*To be able to talk about the 'beginning, middle and end' of a story, saying what happened at these different points</p>				<p>*Check meanings of words using teacher prepared definitions</p> <p>*Explain the meanings of words used in a familiar context.</p> <p>*Discuss how adjectives, nouns and verbs have been used to build a picture for the reader</p> <p>*Recognise some different forms of poetry (e.g free verse, narrative)</p> <p>*Use dictionaries to check the meaning of words that they have read.</p>	<p>*Discuss how words and phrases have been used to build a picture for the reader</p> <p>*Recognise an increasing range of different forms of poetry.</p>	<p>*Discuss how words and phrases have been used to build a picture for the reader</p>	<p>*Discuss how words and phrases have been used to build a picture for the reader</p> <p>*Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
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SPEAKING	<p>ELG: Speaking</p> <p>*Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary</p> <p>*Offer explanations for why things might happen, making use of recently introduced vocabulary from</p>	RETRIEVAL	<p>*Retell familiar stories in the correct sequence</p> <p>*Check that the text makes sense to them as they read and self-correct</p> <p>* Participate in discussion about what is read to</p>	<p>* Retell familiar stories in the correct sequence</p> <p>* Check the text makes sense</p> <p>*Correct inaccurate reading</p> <p>*Answer basic retrieval questions</p>	<p>*Check the text makes sense</p> <p>*Correct inaccurate reading</p> <p>*Answer basic retrieval questions using evidence in the text</p> <p>*Ask questions to improve</p>	<p>*Check the text makes sense</p> <p>*Answer basic retrieval questions using evidence in the text</p> <p>*Discuss understanding of a text</p>	<p>*Check the book makes sense by discussing and re-reading the text</p> <p>*Ask questions to improve understanding of a text</p> <p>*Answer retrieval questions using evidence in the text</p>	<p>*Explain and discuss their understanding of what they have read from a range of texts (e.g plays, novels, biographies), drawing inferences and justifying these with evidence</p> <p>*Ask questions to improve</p>

<p>stories, non-fiction, rhymes and poems when appropriate</p> <p>*Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p>		<p>them, taking turns and listening to what others say.</p>	<p>*Explain what has happened so far in what they have read</p>	<p>understanding of a text</p> <p>*Retrieve and record information from non-fiction, using contents pages to locate information.</p> <p>*Know and discuss setting, character and event changes across a text</p>	<p>*Ask questions to improve understanding of a text</p> <p>*Retrieve and record information from non-fiction</p> <p>*Know and discuss setting, character and event changes across a text</p> <p>*Identify how text structure/presentation contributes to meaning and understanding</p> <p>*Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)</p>	<p>*Explain and discuss what has been read</p> <p>*Retrieve, record and present information from non-fiction</p> <p>*Distinguish between fact and opinion</p> <p>*Know and discuss setting, character and event changes across a text</p> <p>*Identify how text structure/presentation contributes to meaning and understanding</p> <p>*Discuss and explain how narrative content is related and contributes to meaning as a whole (explain setting, character and event changes across a text)</p> <p>*Check understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently</p>	<p>understanding of a text</p> <p>*Retrieve, record and present information from non-fiction</p> <p>*Distinguish between fact and opinion</p> <p>*Know and discuss setting, character and event changes across a text</p> <p>*Identify how text structure/presentation contributes to meaning and understanding</p> <p>*Discuss how narrative content is related and contributes to meaning as a whole (discuss setting, character and event changes across a text)</p> <p>*Identify and discuss themes and conventions in and across a wide range of writing</p> <p>*Make comparisons within and across books.</p>
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LISTENING, ATTENTION AND UNDERSTANDING	<p>ELG: Listening, Attention and Understanding</p> <p>*Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions</p> <p>*Make comments about what they have heard and ask questions to clarify their understanding</p> <p>*Hold conversation when engaged in back-and-forth exchanges with their teacher and peers</p>	INFERENCE	<p>* Talk about characters' feelings</p> <p>*Make inferences on the basis of what is being said and done</p> <p>* Predict what might happen on the basis of what has been read so far</p> <p>* Understand the difference between fiction and non-fiction</p>	<p>*Make some predictions about what might happen on the basis of what has been read so far</p> <p>*Make some links between the book they are reading and other books they have read</p> <p>*Talk about and give an opinion about a range of texts</p> <p>* Answer questions and make some inferences on the basis of what is being said and done.</p>	<p>*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions</p> <p>*Identify main ideas from a paragraph and summarise</p> <p>*Predict what might happen from details stated</p> <p>*Identify conventions across familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p>	<p>*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text</p> <p>*Identify main ideas from more than one paragraph and summarise</p> <p>*Predict what might happen from details stated</p>	<p>*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text and general knowledge</p> <p>*Summarise the main ideas drawn from more than one paragraph</p> <p>*Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p>	<p>*Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence from the text, general knowledge and wider reading</p> <p>*Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</p> <p>*Make plausible predictions about what might happen from details stated or implied and support with reference to the whole text</p> <p>*Provide reasoned justifications for views expressed</p> <p>*Demonstrate a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences giving reasons for choice</p>

									*Demonstrate understanding of complex texts through formal presentations and debates
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