



## Reading Progression Grid

Concept	FS2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Decoding</b> – How can we apply our knowledge of phonics to sound out unfamiliar words?</p> <p><i>*Please refer to the Phonics Progression Grid for further information around the phases in the Read Write Inc programme and the expectations for each year group.</i></p>	<p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"><li>-spot and suggest rhymes</li><li>-count or clap syllables in words</li><li>-recognise words with the same initial sound, such as money and mother</li></ul> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"><li>-print has meaning</li><li>-print can have different purposes</li><li>-we can read English text from left to right and from top to bottom</li><li>-the names of different parts of a book</li><li>-page sequencing</li></ul> <p>Read individual letters by teachers saying the sounds for them</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and the teacher says sounds for them</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p><i>*Please see the ditty, red, green and purple phases on the Phonics Progression Grid.</i></p>	<p>Apply phonic knowledge to decode words</p> <p>Speedily read all 40+ letters/groups for 40+ phonemes</p> <p>Read accurately by blending taught GPC</p> <p>Read common exception words noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multisyllable words containing taught GPCs</p> <p>Read contractions and understand the use of apostrophes</p> <p>Read aloud phonetically-decodable texts</p> <p>Re-read books to build up fluency</p> <p>Begin to correct my own mistakes when reading</p> <p><i>*Please see the pink, orange, yellow, blue and grey phases on the Phonics Progression Grid.</i></p>	<p>Secure phonic decoding until reading is fluent</p> <p>Read accurately by blending, including alternative sounds for graphemes</p> <p>Read multisyllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondences</p> <p>Read most words quickly &amp; accurately without overt sounding and blending</p> <p>Continue to re-read books to build up fluency</p> <p>Continue to read aloud phonetically-decodable texts, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Correct my own mistakes more independently when reading</p> <p><i>*Please see the grey phase on the Phonics Progression Grid.</i></p>	<p>Begin to apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words</p> <p>Begin to read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words</p>	<p>Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words</p>

<b>Meaning</b> – What does a word mean and how does it affect a sentence or text as a whole?	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play</p> <p>Begin to use pictures within a text as a strategy to check the meaning of an unfamiliar word</p>	<p>Discuss word meanings, linking new meanings to those already known</p> <p>Use pictures within a text as a strategy to check the meaning of an unfamiliar word</p>	<p>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</p> <p>Discuss favourite words and phrases</p>	<p>Begin to use dictionaries to check the meaning of words that have been read</p> <p>With support, begin to identify how language, structure, and presentation contribute to meaning</p>	<p>Use dictionaries to check the meaning of words that have been read</p> <p>Begin to independently identify how language, structure, and presentation contribute to meaning</p>	<p>Independently identify how language, structure and presentation contribute to meaning</p>	<p>Independently and confidently identify how language, structure and presentation contribute to meaning</p>
<b>Retrieval</b> – How can we find information or key details from a text?  <i>Please refer to the 'Individual Reading in School' document for more information relating to age appropriate texts.</i>	Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	Be introduced to age appropriate fiction and non-fiction books that are structured in different ways and with support, begin to retrieve information from them	Be introduced to age appropriate fiction and non-fiction books that are structured in different ways and begin to retrieve information from them.	With support, begin to retrieve and record information from age appropriate fiction and non-fiction texts	Begin to independently retrieve and record information from age appropriate fiction and non-fiction texts	Independently retrieve, record and present information from age appropriate fiction and non-fiction texts	Independently and confidently retrieve, record and present information from age appropriate fiction and non-fiction texts
<b>Language</b> – How is the meaning of a text enhanced through the choice of words and phrases?	<p>Engage in extended conversations about stories, learning new vocabulary</p> <p>Use new vocabulary throughout the day</p> <p>Use new vocabulary in different contexts</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Begin to use relevant strategies to build their vocabulary</p> <p>Begin to ask relevant questions to extend their understanding and knowledge of words and phrases</p>	<p>Use relevant strategies to build their vocabulary</p> <p>Ask relevant questions to extend their understanding and knowledge of words and phrases</p>	<p>Begin to discuss words and phrases that capture the reader's interest and imagination</p> <p>With support, begin to identify how language, structure, and presentation contribute to meaning</p>	<p>Discuss words and phrases that capture the reader's interest and imagination</p> <p>Begin to identify how language, structure, and presentation contribute to meaning</p>	<p>Independently identify how language, structure and presentation contribute to meaning</p> <p>Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Independently and confidently identify how language, structure and presentation contribute to meaning</p> <p>Discuss and evaluate how authors use language, including figurative language, consider the impact on the reader</p>
<b>Inference</b> – How can we use the information we already know and clues within the text to help us understand the meaning of the text as a whole?	<p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</p> <p>Invent, adapt and recount narratives and stories with their peers and their teacher</p>	<p>Discuss the significance of the title and events</p> <p>Begin to make inferences on the basis of what is being said and done</p>	<p>Make inferences on the basis of what is being said and done</p> <p>Answer and ask questions</p>	<p>With support, begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Begin to draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Independently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</p>	<p>Independently and confidently draw inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence</p>

<b>Comprehension –</b> How can we understand, interpret and process what we have read in order to form conclusions?	<p>Enjoy listening to longer stories and can remember much of what happens.</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Listen to and talk about stories to build familiarity and understanding</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p>	<p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>Discuss the sequence of events in books and how items of information are related</p> <p>Draw on what they already know or on background information and vocabulary provided by the teacher</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>Begin to check that the text makes sense to them</p> <p>Begin to discuss their understanding and explaining the meaning of words in context</p> <p>With support, begin to ask questions to improve their understanding of a text</p>	<p>Check that the text makes sense to them</p> <p>Discuss their understanding and explain the meaning of words in context</p> <p>Begin to ask questions to improve their understanding of a text</p>	<p>Begin to check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Independently ask questions to improve their understanding</p>	<p>Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</p> <p>Independently and confidently ask questions to improve their understanding</p>
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<b>Predicting</b> – How can we connect our existing knowledge to make informed predictions based around the text we have read?	<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>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Anticipate (where appropriate) key events in stories</p>	<p>Begin to predict what might happen on the basis of what has been read so far</p>	<p>Predict what might happen on the basis of what has been read so far</p>	<p>With support, begin to predict what might happen from details stated and implied</p>	<p>Begin to predict what might happen from details stated and implied</p>	<p>Independently predict what might happen from details stated and implied</p>	<p>Independently and confidently predict what might happen from details stated and implied</p>
<b>Comparing</b> – How can we make comparisons within a text and use our existing knowledge of texts to compare them with other texts?	<p>Compare and contrast characters from stories, including figures from the past</p>	<p>Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>Be encouraged to link what they read or hear read, to their own experiences</p>	<p>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</p> <p>Be introduced to non-fiction books that are structured in different ways</p>	<p>Begin to listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>With support, begin to access reading books that are structured in different ways and reading for a range of purposes</p> <p>Begin to identify themes and conventions in a wide range of books</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Begin to access reading books that are structured in different ways and reading for a range of purposes</p> <p>Identify themes and conventions in a wide range of books</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Independently access reading books that are structured in different ways and read for a range of purposes</p> <p>Begin to make comparisons within and across books</p> <p>Begin to identify and discuss themes and conventions in and across a wide range of writing</p> <p>Begin to distinguish between statements of fact and opinion</p>	<p>Continue to read and discuss with confidence, an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>Independently and confidently access reading books that are structured in different ways and read for a range of purposes</p> <p>Make comparisons within and across books</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p> <p>Distinguish between statements of fact and opinion</p>

<b>Summarising – How can we identify the most important parts of the text and recall the main points and ideas?</b>	Engage in story times  Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words	Participate in discussion about what is read to them, taking turns and listening to what others say  Explain clearly their understanding of what is read to them  Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	With support, begin to 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  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves  Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales	Begin to independently participate in discussion about books, poems & other works that are read to them and those they can read for themselves, taking turns and listening to what others say  Begin to identify main ideas drawn from more than one paragraph and summarise these  Begin to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Independently 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  Identify main ideas drawn from more than one paragraph and summarise these  Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	Begin to recommend books that they have read to their peers, giving reasons for their choice  Begin to participate in discussions about books, building on their own and others' ideas and challenging views courteously  Begin to explain and discuss their understanding of what they have read, including through formal presentations and debates  Begin to provide reasoned justifications for their views  Begin to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	Recommend books that they have read to their peers, giving reasons for their choice  Participate in discussions about books, 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  Provide reasoned justifications for their views  Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas  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
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