Stanhope Primary School
Reading Progression Document

	Year 1	Year 2	Year 3 & 4	Year 5 & 6
Decoding	• Apply phonic knowledge to decode words. • Speedily read all 40+ letters/groups for 40+ phonemes. • Read accurately by blending taught GPCs. • Read common exception words. • Read common suffixes (-s, -es, - ing, -ed) • Read multisyllable words containing taught GPCs. • Read contractions and understanding use of apostrophe. • Read aloud phonically-decodable texts	• Secure phonic decoding until reading is fluent. • Read accurately by blending, including alternative sounds for graphemes. • Read multisyllable words containing these graphemes. • Read common suffixes • Read exception words, noting unusual correspondences. • Read most words quickly & accurately without overt sounding and blending	• Apply their growing knowledge of root words, prefixes and suffixes, 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.
Range of Reading	• Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently. • Being encouraged to link what they read or hear read to their own experience.	• Listening to, discussing and expressing view about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.	• Listening to and discussing a wide range of fiction, poetry, play, nonfiction and reference books or textbooks. • Reading books that are structured in different ways and reading for a range of purposes.	• 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. • Making comparisons within and across books.

Familiarity with text	• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • Recognising and joining in with predictable phrases.	• 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.	• 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.	• * 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. • Identifying and discussing themes and conventions in and across a wide range of writing.
Poetry and Performance	• Learning to appreciate rhymes and poems, and to recite some by heart.	• Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action. • Recognising some different forms of poetry.	• Learning wider range of poetry by heart 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.
Word meanings	• Discussing word meanings, linking new meanings to those already known.	• Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • Discussing their favourite words and phrases.	• Using dictionaries to check the meaning of words that they have read.	• Using dictionaries to check the meaning of words that they have read.
Understanding	• Drawing on what they already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to them as they read and correcting inaccurate reading.	• Discussing the sequence of events in books and how items of information are related. • Drawing on what they already know or on background information and vocabulary provided by the teacher. • Checking that the text makes sense to them as	• Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Asking questions to improve their understanding of a text. • Identifying main ideas drawn from more than	• Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. • Asking questions to improve their understanding. • Summarising the main ideas drawn from more

		they read and correcting inaccurate reading.	one paragraph and summarising these.	than one paragraph, identifying key details to support the main ideas.
Inference	• Discussing the significance of the title and events. • Making inferences on the basis of what is being said and done.	• Making inferences on the basis of what is being said and done. • Answering and asking questions.	• 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.
Prediction	• 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.
Authorial Intent			• Discussing words and phrases that capture the reader's interest and imagination. • Identifying how language structure and presentation contribute to meaning.	• Identifying how language, structure and presentation contribute to meaning. • Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
Non-Fiction	• Being introduced to non-fiction books.	• Being introduced to non-fiction books that are structured in different ways.	• Retrieve and record information from non-fiction.	• Distinguish between statements of fact and opinion. • Retrieve, record and present information from non-fiction.
Discussing Reading	• 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.	• 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,	• 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 read=sons for their choices. • Participate in discussions about books, building on their own and others' ideas and challenging views courteously.

		poems and other material, both those that they listen to and those that they read for themselves.		• Explain and discuss their understanding of what they have read, including through formal presentations and debates, provide reasoned justifications for their views