



# Frieth CEC School - Reading progression Summer 2021

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> <li>• 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</li> <li>• make comments about what they have heard and ask questions to clarify their understanding</li> <li>• hold conversation when engaged in back-and-forth exchanges with their teacher and peers</li> <li>• participate in small group, class and one-to-one discussions,</li> </ul>	<ul style="list-style-type: none"> <li>• apply phonic knowledge to decode words</li> <li>• speedily read all 40+ letters/groups for 40+ phonemes</li> <li>• read accurately by blending taught GPC</li> <li>• read common exception words</li> <li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>• read multisyllable words containing taught GPCs</li> <li>• read contractions and understanding use of apostrophe</li> <li>• read aloud phonically-decodable texts</li> </ul>	<ul style="list-style-type: none"> <li>• secure phonic decoding until reading is fluent</li> <li>• read accurately by blending, including alternative sounds for graphemes</li> <li>• read multisyllable words containing these graphemes</li> <li>• read common suffixes</li> <li>• read exception words, noting unusual correspondences</li> <li>• read most words quickly &amp; accurately without overt sounding and blending</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>• read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Range of Reading</b></p>	<p>offering their own ideas, using recently introduced vocabulary</p> <ul style="list-style-type: none"> <li>• offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate</li> <li>• express their ideas and feelings about their experiences using full sentences,</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• being encouraged to link what they read or hear read to their own experiences</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• making comparisons within and across books</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• reading books that are structured in different ways and reading for a range of purposes</li> <li>• making comparisons within and across books</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Familiarity with texts</b></p>	<p>including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher</p> <ul style="list-style-type: none"> <li>• make use of props and materials when role playing characters in narratives and stories</li> <li>• demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and</li> </ul>	<ul style="list-style-type: none"> <li>• becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• recognising and joining in with predictable phrases</li> </ul>	<ul style="list-style-type: none"> <li>• becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li> <li>• recognising simple recurring literary language in stories and poetry</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• identifying themes and conventions in a wide range of books</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>

Poetry & Performance	<p>recently introduced vocabulary</p> <ul style="list-style-type: none"> <li>• anticipate - where appropriate - key events in stories</li> <li>• use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play</li> </ul>	<ul style="list-style-type: none"> <li>• learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<ul style="list-style-type: none"> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• recognising some different forms of poetry</li> </ul>	<ul style="list-style-type: none"> <li>• learning a wider range of poetry by heart</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• learning a wider range of poetry by heart</li> <li>• 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</li> </ul>
Word meanings	<ul style="list-style-type: none"> <li>• say a sound for each letter in the alphabet and at least 10 digraphs</li> <li>• read words consistent with their phonic knowledge by sound-blending</li> </ul>	<ul style="list-style-type: none"> <li>• discussing word meanings, linking new meanings to those already known</li> </ul>	<ul style="list-style-type: none"> <li>• discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li> <li>• discussing their favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> </ul>	<ul style="list-style-type: none"> <li>• using dictionaries to check the meaning of words that they have read</li> </ul>		
Understanding	<ul style="list-style-type: none"> <li>• read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</li> <li>• invent, adapt and recount narratives and stories with peers and their teacher</li> </ul>	<ul style="list-style-type: none"> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• discussing the sequence of events in books and how items of information are related</li> <li>• drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>• checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>• checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>	<ul style="list-style-type: none"> <li>• checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>• asking questions to improve their understanding</li> <li>• summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> </ul>

Inference		<ul style="list-style-type: none"> <li>• discussing the significance of the title and events</li> <li>• making inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• making inferences on the basis of what is being said and done</li> <li>• answering and asking questions</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>
Prediction		<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• predicting what might happen from details stated and implied</li> </ul>
Authorial Intent				<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• discussing words and phrases that capture the reader's interest and imagination</li> <li>• identifying how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>	<ul style="list-style-type: none"> <li>• identifying how language, structure and presentation contribute to meaning</li> <li>• discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> </ul>
Non-fiction			<ul style="list-style-type: none"> <li>• being introduced to non-fiction books that are structured in different ways</li> </ul>	<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• retrieve and record information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>	<ul style="list-style-type: none"> <li>• distinguish between statements of fact and opinion</li> <li>• retrieve, record and present information from non-fiction</li> </ul>

Discussing reading		<ul style="list-style-type: none"> <li>• participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• explain clearly their understanding of what is read to them</li> </ul>	<ul style="list-style-type: none"> <li>• participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li> <li>• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• recommending books that they have read to their peers, giving reasons for their choices</li> <li>• participate in discussions about books, building on their own and others' ideas and challenging views courteously</li> <li>• explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> <li>• provide reasoned justifications for their views</li> </ul>
	Objectives for Year 3 and Year 4 are and so are reprinted identically.						Objectives for Year 5 and Year 6 are and so are reprinted identically.

NB: The content of the National Curriculum for Key Stage 2 is organised into strands for upper and lower Key Stage 2, and so many objectives are common across Year 3/4 and across Year 5/6. Where the appendixes provide additional detail, these columns have been adjusted to reflect the statutory detail therein.