

**Progression Overview**

**Subject: English - Reading**

<b>WORD READING</b>						
<b>PHONICS AND DECODING</b>						
Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To read words consistent with their phonic knowledge by sound-blending</p> <p>To say a sound for each letter in the alphabet and at least 10 digraphs</p>	<p>To apply phonic knowledge to decode words</p> <p>To speedily read all 40+ letters/groups for 40+ phonemes</p> <p>To read accurately by blending taught GPC</p> <p>To read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>To read multisyllable words containing taught GPCs</p> <p>To read contractions and understanding use of apostrophe</p> <p>To read aloud phonically-decodable text</p>	<p>To secure phonic decoding until reading is fluent.</p> <p>To read accurately by blending, including alternative sounds for graphemes.</p> <p>To read multisyllable words containing these graphemes</p> <p>To read common suffixes.</p> <p>To read exception words, noting unusual correspondences.</p> <p>To read most words quickly &amp; accurately without overt sounding and blending.</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- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</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- to begin to read aloud.</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud.</p>	<p>To 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.</p>	<p>To 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.</p>
<b>COMMON EXCEPTION WORDS</b>						
Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To read some common exception words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</p>	<p>To read Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read Y3/4 common exception words</p>	<p>To read Y3/4 common exception words</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
<b>FLUENCY</b>						
Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>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.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.</p>

## Progression Overview

## Subject: English - Reading

		sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts.				
<b>COMPREHENSION</b>						
<b>UNDERSTANDING</b>						
Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	To check that a text makes sense to them as they read and to self- correct. To draw on what they already know or on background information and vocabulary provided by the teacher. To explain clearly their understanding of what is read to them.	To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher. To check that the text makes sense to them as they read and to correct inaccurate reading. *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	*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 one paragraph and summarising these	*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 one paragraph and summarising these	* 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 *provide reasoned justifications for their view	* 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 *provide reasoned justifications for their view
<b>CONNECTING AND BECOMING FAMILIAR WITH TEXTS</b>						
Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	To become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics To recognise and join in with predictable phrases To participate in discussion about what is read to them, taking turns and listening to what others say	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 *participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say	*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 *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	*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 *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	*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 book *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books	*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 book *increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books

## Progression Overview

## Subject: English - Reading

			<p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*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</p>	<p>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>*reading books that are structured in different ways and reading for a range of purposes</p> <p>*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</p>	<p>from other cultures and traditions</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p>	<p>from other cultures and traditions</p> <p>*identifying and discussing themes and conventions in and across a wide range of writing</p>
NON FICTION						
Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	To discuss features and layout.	being introduced to non-fiction books that are structured in different ways	*retrieve and record information from non-fiction	*retrieve and record information from non-fiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction	*distinguish between statements of fact and opinion *retrieve, record and present information from nonfiction
POETRY AND PERFORMANCE						
Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	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	*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 a 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	*learning a 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
VOCABULARY						
Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary	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		
What does ..... Mean?	What does the word.....mean in this sentence? Find and copy a word which means .....		<ul style="list-style-type: none"> <li>• What do the words ..... and ..... suggest about the character, setting and mood?</li> <li>• Which word tells you that....?</li> <li>• Which keyword tells you about the character/setting/mood?</li> </ul>			

## Progression Overview

## Subject: English - Reading

	<p>Which word in this section do you think is the most important? Why? Which of the words best describes the character/setting/mood etc? Can you think of any other words the author could have used to describe this? Why do you think.....is repeated in this section?</p>		<ul style="list-style-type: none"> <li>• Find one word in the text which means.....</li> <li>• Find and highlight the word that is closest in meaning to.....</li> <li>• Find a word or phrase which shows/suggests that.....</li> </ul>			
INFERENCE						
Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate	discussing the significance of the title and events making inferences on the basis of what is being said and done Developing inference through use of pictures	*making inferences on the basis of what is being said and done *answering and asking questions	* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	* To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.	*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
<p>Why did ..... Do that?</p> <p>How do we know who the main character is?</p> <p>How do we know where the story happens?</p>	<p>Why was.....feeling.....?</p> <p>Why did .....happen?</p> <p>Why did..... say.....?</p> <p>Can you explain why.....?</p> <p>What do you think the author intended when they said.....?</p> <p>How does.....make you feel?</p>		<ul style="list-style-type: none"> <li>• Find and copy a group of words which show that...</li> <li>• How do these words make the reader feel? How does this paragraph suggest this?</li> <li>• How do the descriptions of ..... show that they are ..... ?</li> <li>• How can you tell that..... ?</li> <li>• What impression of ..... do you get from these paragraphs?</li> <li>• What voice might these characters use?</li> <li>• What was .... thinking when..... ?</li> <li>• Who is telling the story?</li> </ul>			
PREDICTION						
Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Anticipate - where appropriate - key events in stories;	predicting what might happen on the basis of what has been read so far	*predicting what might happen on the basis of what has been read so far	* To justify predictions using evidence from the text.	* To justify predictions using evidence from the text.	*predicting what might happen from details stated and implied	*predicting what might happen from details stated and implied
Look at the cover - what characters do you think will be in this book? Where do you think this book is set? Do you think this book is a fiction or non-fiction? What does the blurb tell me?	<p>Look at the book cover/blurb - what do you think this book will be about? What do you think will happen next? What makes you think this?</p> <p>How does the choice of character or setting affect what will happen next?</p> <p>What is happening? What do you think happened before? What do you think will happen after?</p> <p>What do you think the last paragraph suggests? What will happen next?</p>		<ul style="list-style-type: none"> <li>• From the cover what do you think this text is going to be about?</li> <li>• What is happening now? What happened before this? What will happen after?</li> <li>• What does this paragraph suggest will happen next? What makes you think this?</li> <li>• Do you think the choice of setting will influence how the plot develops?</li> <li>• Do you think... will happen? Yes, no or maybe? Explain your answer using evidence from the text.</li> </ul>			
EXPLANATION						
Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
To listen attentively and respond appropriately when		*explain and discuss their understanding of books, poems and other material,	*discussing words and phrases that capture the reader's interest and imagination	*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

## Progression Overview

## Subject: English - Reading

<p>being read to and during whole class discussions and small group interactions</p> <p>To make comments about what they have heard and ask questions to clarify their understanding</p>		<p>both those that they listen to and those that they read for themselves</p>	<p>*identifying how language, structure, and presentation contribute to meaning</p>	<p>*identifying how language, structure, and presentation contribute to meaning</p>	<p>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>
<p>What was your favourite part? Why?</p> <p>Who was the baddy in the story? How did you know?</p> <p>Did it have a happy ending?</p>		<p>Who is your favourite character? Why?</p> <p>Why do you think all the main characters are girls in this book? Would you like to live in this setting? Why/why not?</p> <p>Is there anything you would change about this story?</p> <p>Do you like this text? What do you like about it?</p>	<ul style="list-style-type: none"> <li>• Why is the text arranged in this way?</li> <li>• What structures has the author used?</li> <li>• What is the purpose of this text feature?</li> <li>• Is the use of ..... effective?</li> <li>• The mood of the character changes throughout the text. Find and copy the phrases which show this.</li> <li>• What is the author's point of view?</li> <li>• What effect does ..... have on the audience?</li> <li>• How does the author engage the reader here?</li> <li>• Which words and phrases did ..... effectively?</li> <li>• Which section was the most interesting/exciting part?</li> <li>• How are these sections linked?</li> </ul>			

### RETRIEVAL

Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p>	<p>To develop their knowledge of retrieval through images.</p>	<p>Asking and answering retrieval questions</p>	<p>*To retrieve and record information from a fiction text.</p>	<p>*To retrieve and record information from a fiction text.</p>		
<p>Why did .....?</p> <p>Where did .....?</p> <p>Who did .....?</p>	<p>What kind of text is this?</p> <p>Who did.....?</p> <p>Where did.....?</p> <p>When did.....?</p> <p>What happened when.....?</p> <p>Why did ..... happen?</p> <p>How did.....?</p> <p>How many.....?</p> <p>What happened to.....?</p>	<p>How would you describe this story/text? What genre is it? How do you know?</p> <ul style="list-style-type: none"> <li>• How did...? How often...? Who had...? Who is...? Who did.....?</li> <li>• What happened to...?</li> <li>• What does.... do?</li> <li>• How ..... is .....?</li> <li>• What can you learn about ..... from this section?</li> <li>• Give one example of.....</li> <li>• The story is told from whose perspective?</li> </ul>				

### SEQUENCE/SUMMARISE

Foundation 2 *New ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To demonstrate understanding of what has been read to them by retelling stories and</p>	<p>To retell familiar stories orally</p>	<p>To discuss the sequence of events in books and how items of information are related.</p>	<p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>*identifying main ideas drawn from more than one paragraph and summarising these</p>	<p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>	<p>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</p>

**Progression Overview**

**Subject: English - Reading**

<p>narratives using their own words and recently introduced vocabulary</p>	<p>To sequence the events of a story they are familiar with</p>					
<p><i>Can you put the pictures in the right order? What happened next?</i></p>	<p><i>Can you number these events 1-5 in the order that they happened? What happened after .....?</i>  <i>What was the first thing that happened in the story?</i>  <i>Can you summarise in a sentence the opening/middle/end of the story?</i>  <i>In what order do these chapter headings come in the story?</i>  <i>Sequence the key events in the story</i></p>	<ul style="list-style-type: none"> <li>• <i>Can you number these events 1-5 in the order that they happened?</i></li> <li>• <i>What happened after .....?</i></li> <li>• <i>What was the first thing that happened in the story?</i></li> <li>• <i>Can you summarise in a sentence the opening/middle/end of the story?</i></li> </ul>				