St Margaret's Progression in Reading

	Nursery (3-4year olds)	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	Develop their phonological awareness, so that they can: • Spot and suggest rhymes • Count or clap syllables in a word • Develop their phonological awareness, so that they can: • Recognise words with the same initial sound, such as money and mum.	**Phase 1 Aspects:** • 1-3 General sound discrimination • -environmental sounds • -instrumental sounds • –body percussion • 4 Rhythm and rhyme • 5 Alliteration • 6: Voice sounds • 7: Oral blending and segmenting **Phase 2** • Recognise 22 phonemes • Move from decoding orally to using graphemes • Read vc and cvc words • Read tricky word: I, to,go, no, the **Phase 3** • Recognise 25 new phonemes • Read cvc words • Reading 2 syllable words • Reading captions • Read tricky words: he, she, we, me, be, was, my,	Apply phonic knowledge to decode words • speedily read all 40+ letters/groups for 40+ phonemes • read accurately by blending taught GPC • read common exceptionwords • read common suffixes (-s, -es, -ing, -ed, etc.) • 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, 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	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

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		you, they, her, all, are • Learn letter names **Phase 4** • Read words containing adjacent consonants and polysyllabic words						
Range of Reading	• *print can have different purposes*	Listens to and joins in with stories and poems, oneto-one and also in small groups. • Listens to stories with increasing attention and recall. • Shows interest in illustrations and print in books and print in the environment	listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences	listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently	listening to and discussing a 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	listening to and discussing a 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	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	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 texts	*Understand that:* • *print has meaning.* • *the names of the different parts of a book.*	Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	increasing their familiarity • with a wide range of books, including myths, legends and traditional stories, modern	increasing their familiarity • with a wide range of books, including myths, legends and traditional stories, modern

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	• *Pages are sequenced* • *We read English text from left to right and from top to bottom.*	• Beginning to be aware of the way stories are structured. • Suggests how the story might end. • Describes main story settings, events and principal characters	• recognizing and joining in with predictable phrases	• recognizing simple recurring literary language in stories and poetry	• identifying themes and conventions in a wide range of books	• identifying themes and conventions in a wide range of books	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	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
Discussing Reading	• Engage in extended conversations about stories, learning new vocabulary.	Listen to stories and • participate in discussion about what is read to them,taking turns and listening to what others say	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 & other works that are read to them & 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	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	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 reasons for their choices • participates 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	Recommending books that they have read to their peers,giving reasons for their choices • participates 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

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Word Meanings/vocabulary		Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. • Extends vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words	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	Using dictionaries to check the meaning of words that they have read • use thesauri for finding synonyms and antonyms	Using dictionaries to check the meaning of words that they have read • use thesauri for finding synonyms and antonyms
Understanding		Beginning to be aware of the way stories are structured • They demonstrate an understanding when talking with others about what they have read.	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 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 summarizing 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 summarizing 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 • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	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 than one paragraph, identifying key details to support the main ideas
Inference		Suggests howthe story might end.	discussing the significance of the title and events	making inferences on the basis of what is being said and done	drawing inferences such as inferring characters' feelings,	drawing inferences such as inferring characters' feelings,	drawing inferences such as inferring characters' feelings,	drawing inferences such as inferring characters' feelings, thoughts and

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		• Describes main story settings, events and principal characters	• *making inferences on the basis of what is being said and done	• answering and asking questions	thoughts and motives from their actions, and justifying inferences with evidence	thoughts and motives from their actions, and justifying inferences with evidence	thoughts and motives from their actions, and justifying inferences with evidence	motives from their actions, and justifying inferences with evidence
Predicti on		Predict what the text could be about using the title page.	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	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied	predicting what might happen from details stated and implied
Authorial Intent		Identify how repetitive patterns, words, and phrases aid their enjoyment of the text	Identify how repetitive patterns, words, and phrases aid their enjoyment of the text	Identify how vocabulary choice (by the author) affects meaning	discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning	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	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		Knows information can be relayed in the form of print.	Understand that non-fiction is based on real life events or people	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 non-fiction
Poetry & Performa		Enjoys rhyming and rhythmic activities. • Shows awareness of rhyme and alliteration.	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	preparing poems and playscripts to read aloud and to perform, showing understanding through	preparing poems and playscripts to read aloud and to perform, showing understanding	learning a wider range of poetry by heart • preparing poems and plays to read	learning a wider range of poetry by heart • preparing poems and plays to

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		• Recognizes rhythmin spoken words. • Listens to and joins in with poems, one-to-one and also in small groups. • Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. • Continues a rhyming string		some, with appropriate intonation to make the meaning clear	intonation, tone, volume and action • recognising some different forms of poetry	through intonation, tone, volume and action • recognising some different forms of poetry	aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience