Holly Primary reading progression – curriculum intent

Key Area	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DECODING TEXT	Read simple words and sentences by:	Read phonically decodable texts accurately by:	Read texts closely matched to their phonic knowledge accurately by:	Read age appropriate text accurately by:	Read age appropriate text accurately by:	Read age appropriate text by:	Reads a wide range of texts accurately and effortlessly by:
	matching sounds to letters and graphemes	matching all 40+ graphemes to their phonemes	knowing the different phonemes that are represented by graphemes	knowing unusual phoneme/ grapheme correspondences	noting unusual correspondences between spelling and sounds and where these occur in words	focusing on all the letters in a word (to avoid inaccuracies e.g reading 'invitation' for 'imitation' because it's more familiar)	paying close attention to the whole word
	recognising some whole words including their name and some common exception words	reading familiar words without sounding out including some common exception words and words with contractions	reading many words automatically including common exception words	reading most words automatically including many Y3/4 further exception words	reading most words automatically including all Y3/4 further exception words and words containing Y3/4 prefixes and suffixes	reading most words automatically including many Y5/6 further exception words	reading most words automatically including all Y5/6 further exception words and words that contain all Y5/6 prefixes and suffixes
	sounding and blending most words.	knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand. Including: · sounding and blending phonically regular words · noticing word endings -s, -es, -ing, -ed, -er, -est, · using syllable boundaries	knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand. Including: · attempting alternative sounds for graphemes; deciding which makes sense · noticing root words, prefixes and suffixes including -ly -ment, –ness, –ful –less, - tion using syllable boundaries	knowing how to word problem solve by breaking unfamiliar words in different ways and quickly combining to read and understand. Including: - noticing root words, prefixes, suffixes, (including re–, sub–, inter–, super-, anti-, auto-, -ation, -ous, - tion, - sion, - ssion, –cian) - using syllable boundaries	using what they know about similar words to help them pronounce and understand the meaning of unfamiliar words	quickly recognising and being able to pronounce a wider range of prefixes and suffixes including –fer, –ance, -ancy, –ent, -ence, –ency, -ible, -able	automatically applying knowledge of morphology, etymology and analogy to read aloud and to understand the meaning of unfamiliar words.
	Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:	Develop reading fluency by:
	re-reading familiar text	re-reading words, phrases and sentences that required some sounding out on the first read	independently re-reading words, phrases and sentences when the text required some slow decoding	independently re-reading text that required some slow decoding or when the text doesn't make sense to them	re-reading parts of text to improve pace, expression and intonation	reading smoothly and accurately with appropriate expression and intonation that matches their interpretation of the text	reading a wide range of text accurately and at pace; controlling their tone, pitch, pace and volume to create atmosphere
	pointing to and looking carefully at each word as they read and knowing a full stop shows them they have got to the end of the sentence	looking carefully at each word without pointing to be able to read simple phrases at a good pace with appropriate expression	recognising and knowing how to use punctuation (. , "" ! ?) to read longer phrases at a good pace with appropriate expression and intonation	using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression. reading silently most of the time.	using a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud		

COMPREHENDING TEXT

Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:	Develop the language and vocabulary needed to understand text by:
experiencing story language and rhyme and using it in play.

discussing unfamiliar vocabulary with an adult | discussing possible meanings of unfamiliar words and phrases | considering if their understanding of a word or phrase makes sense in the text and explaining how they know | discussing alternative meanings of words and phrases and choosing the most appropriate | attempting alternative meanings of words and phrases and choosing the most appropriate as they read | discussing how morphology helps to understand unfamiliar words

discussing how inference and context help to understand unfamiliar words | using their knowledge of morphology to clarify unfamiliar words

using inference and context to clarify unfamiliar words |
reciting the alphabet and recognising the letters in order	knowing alphabetical order	using simple dictionaries and glossaries to find the meaning of unfamiliar words they meet when reading	knowing how to use the quartiles of the dictionary to locate and find out the meaning of unfamiliar words they have read	being able to use the third and fourth place to locate words quickly in a dictionary to check the meaning of words that they have read	Using a dictionary to check a suggested meaning and consider which definition is the most relevant to the context	Using dictionaries confidently and efficiently to locate information about words met in reading and to identify the most appropriate meaning of a word from alternative definitions
Understand texts they can read accurately and fluently and those they listen to by:	**Understand texts they can read accurately and fluently and those they listen to by:**	**Understand texts they can read accurately and fluently and those they listen to by:**	**Understand texts they can read accurately and fluently and those they listen to by:**	**Understand texts they can read accurately and fluently and those they listen to by:**	**Understand texts they can read accurately and fluently and those they listen to by:**	**Understand texts they can read accurately and fluently and those they listen to by:**
talking with an adult about how the text links to their own experiences or to other stories they have heard	discussing relevant background knowledge (what they have done/ seen/ heard) and information from the teacher	using relevant background knowledge (what they have done/ seen/ heard) or information from the teacher	drawing on background knowledge to identify themes in a text	drawing on background knowledge to identify themes in more complex texts	drawing on background knowledge particularly from other texts to identify and relate to themes	drawing on background knowledge particularly from other texts to identify and relate to more complex themes
talking with an adult about how the text links to their own experiences or to other stories they have heard	discussing with an adult and their peers what the text made them wonder and making sensible predictions based on what they know and what has been read so far	wondering and asking themselves questions when reading or as they listen to text and predicting what might happen based on what has been read so far	asking themselves questions and making sensible predictions as they read from information stated and implied	asking themselves questions and making sensible predictions as they read from information stated and implied Evaluating and revising their predictions as they read on.	asking questions about ideas and themes as they read. Making predictions as they read drawing on prior knowledge from texts and their own experiences. Using information in the text to evaluate the plausibility of their assumptions.	asking questions about more complex themes as they read. Making predictions as they read drawing on prior knowledge from their own experiences and other complex texts. Using information in the text to support or alter their assumptions
noticing when they hear something they don't understand and asking an adult to explain	noticing when they read a word or phrase they don't understand and asking an adult, or their peers to explain	noticing when they read a word or phrase they don't understand and knowing what they can do to help them understand e.g. re-reading, reading on, using the context	noticing when they encounter parts of the text they do not understand and actively using a range of strategies to support their understanding	noticing when they encounter parts of the text they do not understand and actively using a wide range of strategies to support their understanding	noticing when they do not understand an idea or theme in the text and using a range of strategies to support their understanding	noticing when they do not understand the more complex themes in the text and using a range of strategies to support their understanding

	drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way	by joining ideas in the text and drawing on their own experiences to infer how a character might be feeling or why they are behaving in a particular way	by joining ideas in the text to make inferences about characters' feelings and actions and checking on these assumptions by drawing on their background knowledge	integrating information from different parts of the text as they read and knowing when and how to relate their background knowledge to the text to explain characters' motives, feelings and attitudes. Considering their thinking and explaining how they arrived at their assumptions.	using information given and implied to explain characters' feelings and attitudes; to identify the most plausible motive behind a character's actions; and to identify causal antecedents leading to an event. Considering their thinking and providing evidence to justify their inferences.	using information given and implied to identify and explore key ideas and themes. Examining their reasoning and providing evidence from the text to justify their assumptions.	using information given and implied to identify and explore key ideas and more complex themes. Examining their reasoning and using evidence from the text to confirm or adjust their assumptions.
	talking with an adult about what has happened in a story	retelling a story in sequence, giving the main events	drawing together information from across a number of sentences to sum up what is known about a character, event or idea.	identifying main ideas drawn from more than one paragraph and summarising these	summarising the main ideas drawn from longer texts, identifying key details that support the main idea	making regular, brief summaries of what has been read, considering what is known or can be inferred about a character, event or theme.	making regular, brief summaries of what has been read, considering what is known or can be inferred in relation to more complex themes, giving examples from the text
	Develop a positive attitude to reading by:	Develop a positive attitude to reading by:	Develop a positive attitude to reading by:	Develop a positive attitude to reading by:	Develop a positive attitude to reading by:	Develop a positive attitude to reading by:	Develop a positive attitude to reading by:
	listening to a range of stories and rhymes. choosing from a wide range of texts	listening to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales	listening to and discussing a wide range of contemporary and classic poetry, non-fiction and stories including a wider range of stories, fairy stories and traditional tales	reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends.	reading, listening to, discussing, and retelling a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends.	reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	reading and discussing an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
	talking about their favourite books and stories	discussing books they have read, with their peers	discussing books they have read, with their peers and considering why others might want to read them	reading books by authors they have not met before and considering why others might want to read them	reading books by authors they have not met before and recommending these to their peers	reading books from a wide range of genres and authors and discussing with others	recommending books from a wide range of genres and authors and making links with other texts
RESPONDING TO TEXT	Show their understanding of texts they have heard and read by:	Show their understanding of texts they have heard and read by:	Show their understanding of texts they have heard and read by:	Show their understanding of texts they have heard and read by:	Show their understanding of texts they have heard and read by:	Show their understanding of texts they have heard and read by:	Show their understanding of texts they have heard and read by:
	talking with an adult about their favourite part of a story	talking with peers, taking turns and listening to others, about what they like or dislike about a text	participating in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others	participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others	participating in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others using evidence from the text	building on their own and others' ideas and challenging views courteously	building on their own and others' ideas and challenging views courteously and providing reasoned justifications for their views

	participating in role play of familiar stories	using role play to explore the characters and themes of texts including fairy stories and traditional tales	using discussion, role play and other drama techniques to explore themes of texts	discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends	recognising, discussing, and using drama techniques to explore themes, such as the triumph of good over evil, in texts including myths and legends	recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints	recognising discussing, and using drama techniques to explore themes; compare characters; compare differing accounts and viewpoints in more complex texts
	answering 'how' and 'why' questions about their experiences and in response to stories.	answering questions in discussion with an adult including making simple inferences	explaining and discussing their understanding of a text and answering literal and inferential questions	retrieving and recording significant information in fiction and non-fiction texts and using this to answer literal and inferential questions	skimming and scanning to retrieve and record information from non-fiction	using information they have gathered from fiction and non-fiction to participate in debates and to create formal presentations.	using information they have gathered from fiction and non-fiction to participate in debates about more complex issues and to create formal presentations.
ANALYSING TEXT	Discuss and evaluate how authors use language structures and presentation by:	Discuss and evaluate how authors use language structures and presentation by:	Discuss and evaluate how authors use language structures and presentation by:	Discuss and evaluate how authors use language structures and presentation by:	Discuss and evaluate how authors use language structures and presentation by:	Discuss and evaluate how authors use language structures and presentation by:	Discuss and evaluate how authors use language structures and presentation by:
	noticing and talking with an adult about interesting words and phrases in text read to them	talking to adults and their peers about interesting words and phrases in texts read to them	recognising and talking about literary language in stories and poetry and discussing words and phrases that interest them	discussing how words and phrases capture the reader's interest and imagination	discussing words and phrases that capture the reader's interest and imagination and how changing language and presentation can alter and clarify meaning	identifying examples of idiomatic and comparative language and exploring how the impact on the reader would change if the author had made different choices	identifying examples of figurative language and exploring how effectively it is used to suggest meaning and create mental images