Progression and Sequence in Reading

Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. All the skills of language are essential to participating fully as a member of society; pupils, therefore, who do not learn to speak, read and write fluently and confidently are effectively disenfranchised. The national curriculum for English aims to ensure that all pupils:

I read easily, fluently and with good understanding

I develop the habit of reading widely and often, for both pleasure and information

2 acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language

Paper appreciate our rich and varied literary heritage

	K	S1	KS2					
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
NC Breath of study (books, texts, poems to be studied in reading lessons)	Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time.	Listen to traditional tales. • Listen to a range of texts. • Learn some poems by heart. • Become familiar with a wide range of texts of different lengths. • Discuss books. • Build up a repertoire of poems to recite. • Use the class and school libraries. • Listen to short novels over time.	Read and listen to a wide range of styles of text, including fairy stories, myths and Legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart.	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart.	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart.	Read and listen to a wide range of styles of text, including fairy stories, myths and legends. • Listen to and discuss a wide range of texts. • Learn poetry by heart. • Increase familiarity with a wide range of books, including myths and legends, traditional stories, modern fiction, classic British fiction and books from other cultures. • Take part in conversations about books. • Learn a wide range of poetry by heart.		

Reading Curriculum Progression								
	apply phonic knowledge and skills as the route to decode words respond speedily with the correct sound to graphemes (letters or	continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has	 Use the school and community libraries. Look at classification systems. Look at books with a different alphabet to English. Read and listen to whole books. 	 Use the school and community libraries. Look at classification systems. Look at books with a different alphabet to English. Read and listen to whole books. 	 Use the school and community libraries. Look at classification systems. Look at books with a different alphabet to English. Read and listen to whole books. 	 Use the school and community libraries. Look at classification systems. Look at books with a different alphabet to English. Read and listen to whole books. 		
NC statutory standards - word reading	groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes read accurately by blending sounds in unfamiliar words containing GPCs that have been taught read common exception words, noting unusual correspondences between spelling and sound and where	 become embedded and reading is fluent read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes read accurately words of two or more syllables that contain the same graphemes as above 	English Appendix I, 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.	English Appendix I, 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.	etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.		
	these occur in the word read words containing taught GPCs and -s, -es, -ing, -ed, - er and -est endings read other words of more than one syllable that contain taught GPCs read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) read aloud accurately books that	 read words containing common suffixes read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word read most words quickly and accurately, without overt sounding and blending, when 						

			g curriculum Prog			
	are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words re-read these books to build up their fluency and confidence in word reading	they have been frequently encountered read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation re-read these books to build up their fluency and confidence in word reading.				
NC statutory standards- comprehension	develop pleasure in reading, motivation to read, vocabulary and understanding by: 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 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 learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new	 develop pleasure in reading, motivation to read, vocabulary and understanding by: 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 discussing the sequence of events in books and how items of information are related becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales being introduced to non-fiction books that are structured in different ways recognising simple recurring literary 	Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: 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 using dictionaries to check the meaning of words that they have read 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	 Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: 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 using dictionaries to check the meaning of words that they have read 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 	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: 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 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 English – key stages 1 and 2	Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: 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 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 English – key stages 1 and 2 34

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	inings to those	language in stories and	English – key stages 1	English – key stages 1	recommending books	Statutory requirements
	ady known	poetry	and 2	and 2	that they have read to	recommending books
	derstand both the	discussing and	preparing poems and	preparing poems and	their peers, giving	that they have read to
	ks they can already	clarifying the meanings	play scripts to read aloud	play scripts to read aloud	reasons for their	their peers, giving
	l accurately and	of words, linking new	and to perform, showing	and to perform, showing	choices	reasons for their
	ntly and those	meanings to	understanding through	understanding through	identifying and	choices
	listen to by:	known vocabulary	intonation, tone, volume	intonation, tone, volume	discussing themes and	identifying and
	awing on what they	discussing their	and action	and action	conventions in and	discussing themes and
	ady know or on	favourite words and	discussing words and	discussing words and	across a wide range	conventions in and
	kground information	phrases	phrases that capture the	phrases that capture the	of writing	across a wide range
and		continuing to build up	reader's interest and	reader's interest and	making comparisons	of writing
	abulary provided by	a repertoire of poems	imagination	imagination	within and across books	making comparisons
	eacher	learnt by heart,	recognising some	recognising some	learning a wider range	within and across books
	ecking that the text	appreciating these	different forms of poetry	different forms of poetry	of poetry by heart	learning a wider range
make	es sense to them as	and reciting some, with	[for example, free verse,	[for example, free verse,	preparing poems and	of poetry by heart
1	read and	appropriate intonation to	narrative	narrative	plays to read aloud and	preparing poems and
	ecting	make the meaning clear	poetry]	poetry]	to perform, showing	plays to read aloud and
	curate reading	understand both the	understand what they	understand what they	understanding through	to perform, showing
	scussing the	books that they can	read, in books they can	read, in books they can	intonation, tone and	understanding through
0	ficance of the title	already read accurately	read independently, by:	read independently, by:	volume so that the	intonation, tone and
	events	and fluently and	checking that the text	checking that the text	meaning is clear	volume so that the
	aking inferences on	those that they listen to	makes sense to them,	makes sense to them,	to an audience	meaning is clear
	pasis of what is	by:	discussing their	discussing their	understand what they	to an audience
	g said and done	drawing on what they	understanding and	understanding and	read by:	understand what they
	edicting what might	already know or on	explaining the meaning	explaining the meaning	checking that the	read by:
	pen on the basis of	background information	of words in context	of words in context	book makes sense to	checking that the
	t has been read so	and	asking questions to	asking questions to	them, discussing their	book makes sense to
far		vocabulary provided by	improve their	improve their	understanding	them, discussing their
	articipate in	the teacher	understanding of a text	understanding of a text	and exploring the	understanding
	ussion about what is	checking that the text	drawing inferences	drawing inferences	meaning of words in	and exploring the
	to them, taking	makes sense to them as	such as inferring	such as inferring	context	meaning of words in
	and listening to	they read and correcting	characters' feelings,	characters' feelings,	asking questions to	context
	t others say	inaccurate reading	thoughts and motives	thoughts and motives	improve their	asking questions to
	plain clearly their	making inferences on	from their actions, and	from their actions, and	understanding	improve their
	erstanding of what is	the basis of what is being	justifying inferences with	justifying inferences with	drawing inferences	understanding
read	to them	said and done	evidence	evidence	such as inferring	drawing inferences
		answering and asking	predicting what might	predicting what might	characters' feelings,	such as inferring
		questions	happen from details	happen from details	thoughts and motives	characters' feelings,
		predicting what might	stated and implied	stated and implied	from their actions, and	thoughts and motives
		happen on the basis of	identifying main ideas	identifying main ideas	justifying inferences with	from their actions, and
		what has been read so	drawn from more than	drawn from more than	evidence	justifying inferences with
		far	one paragraph and	one paragraph and	predicting what might	evidence
		participate in	summarising	summarising	happen from details	predicting what might
		discussion about books,	these	these	stated and implied	happen from details
		poems and other works	□ identifying how	identifying how	summarising the main	stated and implied
		that are read to them	language, structure, and	language, structure, and	ideas drawn from more	summarising the main
		and	presentation contribute	presentation contribute	than one paragraph,	ideas drawn from more
		those that they can read	to meaning	to meaning	identifying	than one paragraph,
		for themselves, taking			key details that support	identifying
					the main ideas	

		Kedulli	g Curricului Prog			
		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.	 retrieve and record information from non- fiction 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 	□ retrieve and record information from non- fiction □ 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	 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 distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views 	key details that support the main ideas 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 distinguish between statements of fact and opinion retrieve, record and present information from non-fiction participate in discussions about books that are read to them and those they can read for themselves, 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, maintaining a focus on the topic and using notes where necessary provide reasoned justifications for their views
	To read words accurately and fluently	To read words accurately and fluently	To read words accurately and fluently	To read words accurately and fluently	To read words accurately and fluently	To read words accurately and fluently
Threshold Concepts	To find information and understand texts.	To find information and understand texts.	To find information and understand texts.	To find information and understand texts.	To find information and understand texts.	To find information and understand texts.
	(The complexity of the writing increases the level of challenge.)	(The complexity of the writing increases the level of challenge.)	(The complexity of the writing increases the level of challenge.)	(The complexity of the writing increases the level of challenge.)	(The complexity of the writing increases the level of challenge.)	

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	Phase 5 of letters and				Knowledge of how	(The complexity of the writing increases the level of challenge.)
Essential Component Knowledge	 Industry of the first and regular plural noun suffixes –s or –es [for example, dog, dog; wish, wishes], including the effects of these suffixes on the meaning of the noun How the prefix un–changes the meaning of verbs and adjectives [negation, for example, unkind, or undoing: until the boat] Reading of all words through sounding and blending Reading of common exception words Knowledge of rhymes and grammatical structures in rhyming stories Grammatical structures in hear stories: questions, exclamations, Familiarity with traditional tales, key stories and fairy stories 	Phase 5 and 6 of letters and sounds and all common exception words The formation of nouns using suffixes such as – ness, –er and by compounding [for example, whiteboard, superman] Formation of adjectives using suffixes such as –ful, –less and their meaning Use of the suffixes –er, – est in adjectives and the use of –ly to turn adjectives t adverbs in Standard English to turn adjectives into adverbs Common word roots to make meaning of new words Cause and effect in narrative and simple inference Cause and effect in non- fiction and simple inference A favourite poem learnt by heart The difference between spoken and written language	Formation of nouns using a range of prefixes and their meanings [for example super-,anti-, auto-] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Understanding of a range of themes in stories and novels, good over evil, friendship, loss, overcoming adversity Understanding of narrative voice (1st and 3rd person) narrative structure and tenses and how they are used. The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes Cause and effect in narrative and non-fiction and using these to infer meanings Extend the range of literary features known: simile and metaphor, short impact sentence, ellipses, imagery using	Formation of nouns using a range of prefixes and their meanings [for example super-,anti-, auto-] Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble] Understanding of a range of themes in stories and novels , good over evil, friendship, loss, overcoming adversity Understanding of narrative voice (1st and 3rd person) and tense and their effect. The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes How to locate information in reference books using indexes The conventions of play scripts and of a range of poems Cause and effect in narrative and non-fiction and using these to infer meanings	converting nouns or adjectives into verbs using suffixes [for example, -ate; -ise; -ify] and using verb prefixes [for example, dis-, de-, mis-, over- and re-] affects meaning. Understanding of a range of themes in stories and novels , good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas Extend knowledge of characterisation in novels and how this achieved Extend the range of genres known , including historical, science fiction, comedy, adventure , quest, mystery, their key features and effects Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative Understand more complex narrative	The difference between vocabulary typical of informal speech and vocabulary appropriate for formal speech and writing [for example, find out – discover; ask for – request; go in – enter] How words are related by meaning as synonyms and antonyms (see Eng NC appendix1) Understanding of a range of themes in stories and novels , good over evil, friendship, loss, heroism overcoming adversity, issues and dilemmas Extend knowledge of characterisation in novels and how this achieved Extend the range of genres known , including historical, science fiction, adventure , quest., mystery, their key features and effects Understanding of narrative voice and point of view (both of author and fictional character) and the effect of varied tenses in narrative

		Readin	g Curriculum Prog	ression		
	Retrieving information from information texts Simple narrative features, beginnings, endings, build ups, surprise endings. Understanding of prediction and making predictions Poems and their features, rhyme, rhythm Knowledge of traditional literary characters, good and evil, magical, mysterious, Funny Understanding of how characters might be thinking and feeling through role play	Structural features of non- fiction texts: headings, subheadings, glossaries. Extending knowledge of features of traditional tales, fairy and fantasy stories previously encountered in Y1 Knowledge of a range of literary characters, good, evil. wise, foolish, adventurous, funny and why they speak and behave as they do. Knowledge of settings, and how they engage the reader and add to the mood of the story Knowledge of a range of fiction genres, adventure, mystery, fantasy, Knowledge of the concept of themes and some simple themes: good over evil, wise over foolish, Knowledge of literary language of character, setting and mood and how these differ in different texts	the senses, alliteration and onomatopoeia Extend the range of genres, including historical, science fiction, adventure, quest, and their key features Extend knowledge of a range of literary characters, heroes and heroines, wise and foolish characters, lazy, spoilt, resourceful etc. Extend knowledge of settings and their impact in narratives	Extend the range of literary features known: simile and metaphor, personification, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia Extend the range of genres, including historical, science fiction, adventure, and quest. And their key features and effects Extend knowledge of a range of literary characters, heroes and heroines, wise and foolish characters, lazy, spoilt, resourceful etc. and their effect in narratives Extend knowledge of settings and their effect in narratives	structures, flashbacks, timeslips, dual narrative Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information.	Understand more complex narrative structures, flashbacks, timeslips, dual narrative Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information
Conceptual Vocabulary (culmulative)	sound , phoneme, digraph, digraph, split diagraph, grapheme punctuation, full stop, question mark, exclamation mark, rhythm	noun, noun phrase statement, question, exclamation, command compound, suffix adjective, adverb, verb, syllable tense (past, present)	word family, prefix, plot theme, style, narrator, narrative voice, point of view 1st person, 3rd person, simile, metaphor, character, motive, ellipsis, imagery,	word family, prefix, plot theme, style, narrator, narrative voice, point of view, 1st person, 3rd person, simile, metaphor, personification, character, motive,	Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback,	Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback,

	apostrophe, com fiction, non- fictio character, setting adventure, myste fantasy, glossary, narrator, hero, vill		alliteration, inference, prediction ,deduction onomatopoeia, historical fiction, science fiction, quest, fantasy, hero, heroine, past tense, present tense, dilemma, resolution, cliff-hanger, heading, subheading, glossary, index	inference, [prediction, deduction. ellipsis, imagery, alliteration, onomatopoeia, historical fiction, science fiction, quest, fantasy, hero, heroine, past tense, present tense, dilemma, resolution, cliff-hanger, heading, subheading, effect, stage direction, intonation, tone	timeslip, tension, suspense, dialogue, viewpoint, mood , feeling, attitude, themes, features, intonation, tone	timeslip, tension, suspense, dialogue, viewpoint, mood , feeling, attitude, themes, features, intonation, tone	
Books and							
text to be							
read aloud							
Key Objectives for assessment	 Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. Read other words of more than one syllable that contain taught GPCs. Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words. Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, stories and non- 	 Sound out most unfamiliar words accurately, without undue hesitation. Read accurately most words of two or more syllables. Read most words containing common suffixes. Read most common exception words. Read most words accurately, without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than decoding individual words, e.g. at over 90 words per minute. Re-read books to build up their fluency and confidence in word reading. 	 improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. Beginning to read further exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word. Develop positive attitudes to reading and understanding of what they read by listening to and 	 Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, 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. Develop positive attitudes to reading and understanding of what they read by listening to and 	 Apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Maintain positive attitudes to reading and understanding of what they read by increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, 	 Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet. Maintain positive attitudes to reading and understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non- fiction and reference books or textbooks. 	

Reading Curriculum Progression											
	fiction at a level beyond that	•	In a book that they can		discussing a range		discussing a wide		and books from	٠	Maintain positive
	at which they can read		already read fluently,		of fiction, poetry,		range of fiction,		other cultures and		attitudes to
	independently.		the pupil can check it		plays, non-fiction		poetry, plays, non-		traditions.		reading and
	•Develop pleasure in		makes sense to them,		and reference		fiction and	•	Understand what		understanding of
	reading, motivation to read, vocabulary and		correcting any		books or		reference books or		they read by		what they read by
	understanding by becoming		inaccurate reading.		textbooks.		textbooks.		checking that a		reading books that
	very familiar with key stories,	•	In a book that they can	•	Develop positive	•	Develop positive		text makes sense		are structured in
	fairy stories and traditional		already read fluently,		attitudes to		attitudes to		to them, discussing		different ways and
	tales, retelling them and		the pupil can answer		reading and		reading and		their		reading for a range
	considering their particular		questions and make		understanding of		understanding of		understanding and		of purposes.
	characteristics.		some inferences.		what they read by		what they read by		exploring the	•	Maintain positive
	 Develop pleasure in reading, motivation to read, 		• In a book that they		beginning to use		using dictionaries		meaning of words		attitudes to
	vocabulary and		can already read		dictionaries to		to check the		in context.		reading and
	understanding by		fluently, the pupil		check the meaning		meaning of words	•	Understand what		understanding of
	recognising and joining in		can explain what		of words that they		that they have		they read by		what they read by
	with predictable phrases.		has happened so		have read.		read.		beginning to make		increasing their
	•Understand both the books		far in what they	•	Develop positive	•	Develop positive		simple summaries		familiarity with a
	they can already read		have read.		attitudes to		attitudes to		of the main ideas		wide range of
	accurately and fluently and those they listen to by				reading and		reading and		drawn from more		books, including
	checking that the text makes				understanding of		understanding of		than one		myths, legends and
	sense to them as they read				what they read by		what they read by		paragraph,		traditional stories,
	and correcting inaccurate				identifying themes		identifying themes		identifying key		modern fiction,
	reading.				and conventions in		and conventions in		details that		fiction from our
	•Understand both the books				a range of books.		a wide range of		support the main		literary heritage,
	they can already read accurately and fluently and			•	Understand what		books.		ideas.		and books from
	those they listen to by				they read, in books	•	Understand what	•	Beginning to		other cultures and
	discussing the significance of				they can read		they read, in books		retrieve, record		traditions.
	the title and events.				independently, by		they can read		and present	•	Maintain positive
	 Understand both the books 				drawing simple		independently, by		information from		attitudes to
	they can already read				inferences such as		checking that the		non-fiction.		reading and
	accurately and fluently and				inferring		text makes sense	•	Begin to		understanding of
	those they listen to by predicting what might				characters'		to them, discussing		participate in		what they read by
	happen on the basis of what				feelings, thoughts		their		discussions about		making
	has been read so far				and motives from		understanding and		books that are		comparisons
					their actions, and		explaining the		read to them and		within and across
					justifying		meaning of words		those they can		books.
					inferences with		in context.		read for	•	Maintain positive
					evidence.	•	Understand what		themselves,		attitudes to
				•	Understand what		they read, in books		building on their		reading and
					they read, in books		they can read		own and others'		understanding of
					they can read		independently, by		ideas and		what they read by
					independently, by		drawing inferences		challenging views		preparing poems
					beginning to		such as inferring		courteously.		and plays to read
		l		1		1	5	t	•	1	· ·

Read	ding Curriculum Prog	ression		
	predict what might	characters'	Beginning to	aloud and to
	happen from	feelings, thoughts	provide reasoned	perform, showing
	details stated and	and motives from	justifications for	understanding
	implied [based on	their actions, and	their views	through
	content, simple	justifying		intonation, tone
	themes or text	inferences with		and volume so that
	types].	evidence.		the meaning is
	Retrieve and	 Understand what 		clear to an
	record simple	they read, in books		audience.
	information from	they can read		 Understand what
	non-fiction	independently, by		they read by
		predicting what		checking that the
		might happen from		book makes sense
		details stated and		to them, discussing
		implied [based on		their
		content, simple		understanding and
		themes or text		exploring the
		types].		meaning of words
		 Understand what 		in context.
		they read, in books		 Understand what
		they can read		they read by
		independently, by		drawing inferences
		identifying main		such as inferring
		ideas drawn from		characters'
		more than one		feelings, thoughts
		paragraph and		and motives from
		summarising		their actions, and
		these.		justifying
		Retrieve and		inferences with
		record information		evidence.
		from non-fiction.		 Understand what
				they read by
				predicting what
				might happen from
				details stated and
				implied [based on
				more challenging
				texts, themes,
				conventions and
				knowledge about
				the author or
				genres].

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 	 5 curriculuiti 10g			
			 Understand wl 	hat
			they read by	
			summarising t	he
			main ideas dra	awn
			from more tha	an
			one paragraph	۱,
			identifying key	/
			details that	
			support the ma	ain
			ideas.	
			 Understand wl 	hat
			they read by	
			identifying how	w
			language, stru	
			and presentati	ion
			contribute to	
			meaning.	
			 Discuss and 	
			evaluate how	
			authors use	
			language, inclu	uding
			figurative	
			language,	
			considering the	e
			impact on the	
			reader.	
			Retrieve, recor	rd
			and present	
			information fro	om
			non-fiction.	
			Provide reasor	ned
			justifications for	or
			their views.	