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:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage

| | К | \$1 | 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. | 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. | 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. | 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 | conversations about | conversations about | conversations about |
| | | | books. | books. | books. | books. |
| | | | • Learn a wide range of | Learn a wide range of | Learn a wide range of | Learn a wide range of |
| | | | poetry by heart. | poetry by heart. | poetry by heart. | poetry by heart. |
| | | | Use the school and |
| | | | community libraries. | community libraries. | community libraries. | community libraries. |
| | | | Look at classification |
| | | | systems. | systems. | systems. | systems. |
| | | | Look at books with a |
| | | | different alphabet to | different alphabet to | different alphabet to | different alphabet to |
| | | | English. | English. | English. | English. |
| | | | Read and listen to |
| | | | whole books. | whole books. | whole books. | whole books. |
| | apply phonic | continue to apply phonic | | | | |
| | knowledge and skills as | knowledge and skills as | 🖙 apply their growing | rightarrow apply their growing | | |
| | the route to decode | the route to decode | knowledge of root words, | knowledge of root words, | apply their growing | apply their growing |
| | words | words until | prefixes and suffixes | prefixes and suffixes | knowledge of root words, | knowledge of root words, |
| | 📼 respond speedily with | | (etymology and | (etymology and | prefixes and suffixes | prefixes and suffixes |
| | the correct sound to | automatic decoding has | morphology) as listed in | morphology) as listed in | (morphology and | (morphology and |
| | graphemes (letters or | become embedded and | English Appendix 1, both | English Appendix 1, both | etymology), as listed in | etymology), as listed in |
| | groups of letters) | reading is fluent | to read aloud and to | to read aloud and to | English Appendix 1, both | English Appendix 1, both |
| NC statutory | for all 40+ phonemes, | | understand | understand | to read aloud and to | to read aloud and to |
| | including, where | 🖙 read accurately by | the meaning of new | the meaning of new | understand the | understand the |
| standards | applicable, alternative | blending the sounds in | words they meet | words they meet | meaning of new words | meaning of new words |
| | sounds for graphemes | words that contain the | 🖙 read further exception | 🖙 read further exception | that they meet. | that they meet. |
| -word reading | rightarrow read accurately by | graphemes taught | words, noting the unusual | words, noting the unusual | | |
| | blending sounds in | | correspondences | correspondences | | |
| | unfamiliar words | so far, especially | between spelling | between spelling | | |
| | containing GPCs that | recognising alternative | and sound, and where | and sound, and where | | |
| | have | sounds for graphemes | these occur in the word. | these occur in the word. | | |
| | been taught | | | | | |
| | 🖙 read common | 📾 read accurately words | | | | |
| | exception words, noting | of two or more syllables | | | | |
| | unusual | that contain the same | | | | |
| | correspondences | graphemes as above | | | | |
| | between spelling | | | | | |
| | and sound and where | 🛥 read words containing | | | | |
| | these occur in the word | common suffixes | | | | |
| | 📾 read words | | | | | |
| | containing taught GPCs | 📾 read further common | | | | |
| | | exception words, noting | | | | |
| | | cheephon words, nothing | 1 | | | |

| | 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 are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words read these books to build up their fluency and confidence in word reading | 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 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 | a 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 | Pupils should be taught to: develop positive attitudes to reading and understanding of what they read by: Istening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different | 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 | 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 | 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 |

| | | | ig curricululli Pro | 0 | | |
|--|---|---|--|--|--|--|
| | hear read to their own | 🖙 discussing the | ways and reading for a | ways and reading for a | 🖙 reading books that are | 🖙 reading books that are |
| | experiences | sequence of events in | range of | range of | structured in different | structured in different |
| | 🖙 becoming very | books and how items of | purposes | purposes | ways and reading for a | ways and reading for a |
| | familiar with key stories, | information are | 🖙 using dictionaries to | 📼 using dictionaries to | range of | range of |
| | fairy stories and | related | check the meaning of | check the meaning of | purposes | purposes |
| | traditional tales, | 📼 becoming increasingly | words that they have | words that they have | 📼 increasing their | |
| | retelling them and | familiar with and retelling | read | read | familiarity with a wide | familiarity with a wide |
| | considering their | a wider range of stories, | 📼 i <mark>ncreasing their</mark> | 🛥 increasing their | range of books, including | range of books, including |
| | particular characteristics | fairy | familiarity with a wide | familiarity with a wide | myths, legends | myths, legends |
| | 🖙 recognising and | stories and traditional | range of books, including | range of books, including | and traditional stories, | and traditional stories, |
| | joining in with | tales | fairy stories, | fairy stories, | modern fiction, fiction | modern fiction, fiction |
| | predictable phrases | being introduced to | myths and legends, and | myths and legends, and | from our literary heritage, | from our literary heritage, |
| | rightarrow learning to | non-fiction books that are | retelling some of these | retelling some of these | and | and |
| | appreciate rhymes and | structured in different | orally | orally | books from other cultures | books from other cultures |
| | poems, and to recite | ways | 📼 identifying themes | | and traditions | and traditions |
| | some by heart | 📼 recognising simple | and conventions in a | and conventions in a | English – key stages 1 and | English – key stages 1 and |
| | 📾 discussing word | recurring literary | wide range of books | wide range of books | 2 | 2 |
| | meanings, linking new | language in stories and | English – key stages 1 | English – key stages 1 | 🖙 recommending books | 34 |
| | meanings to those | poetry | and 2 | and 2 | that they have read to | Statutory requirements |
| | already known | 🛥 discussing and | 📼 preparing poems and | 🛥 preparing poems and | their peers, giving reasons | 📼 recommending books |
| | 🛥 understand both the | clarifying the meanings of | play scripts to read aloud | play scripts to read aloud | for their | that they have read to |
| | books they can already | words, linking new | a <mark>nd to perform, </mark> showing | and to perform, showing | choices | their peers, giving reasons |
| | read accurately and | meanings to | understanding through | understanding through | 📼 identifying and | for their |
| | fluently and those | known vocabulary | intonation, tone, volume | intonation, tone, volume | discussing themes and | choices |
| | they listen to by: | a discussing their | and action | and action | conventions in and | 📾 identifying and |
| | | favourite words and | a discussing words and | 📾 discussing words and | across a wide range | discussing themes and |
| | already know or on | phrases | phrases that capture the | phrases that capture the | of writing | conventions in and |
| | background information | a continuing to build up | reader's interest and | reader's interest and | a making comparisons | across a wide range |
| | and | a repertoire of poems | | imagination | within and across books | of writing |
| | vocabulary provided by | learnt by heart, | 🛥 recognising some | - | 📾 learning a wider range | 📾 making comparisons |
| | the teacher | appreciating these | different forms of poetry | different forms of poetry | of poetry by heart | within and across books |
| | rightarrow checking that the | and reciting some, with | [for example, free verse, | [for example, free verse, | 📾 preparing poems and | 📼 learning a wider range |
| | text makes sense to | appropriate intonation to | narrative | narrative | plays to read aloud and | of poetry by heart |
| | them as they read and | make the meaning clear | poetry] | poetry] | to perform, showing | ➡ preparing poems and |
| | correcting | □ understand both the | □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ □ | ➡ understand what they | understanding through | plays to read aloud and |
| | inaccurate reading | books that they can | read, in books they can | read, in books they can | intonation, tone and | to perform, showing |
| | | already read accurately | read independently, by: | read independently, by: | volume so that the | understanding through |
| | significance of the title | and fluently and | | | meaning is clear | intonation, tone and |
| | and events | those that they listen to | makes sense to them, | makes sense to them, | to an audience | volume so that the |
| | making inferences on | by: | discussing their | discussing their | 📾 understand what they | meaning is clear |
| | the basis of what is | , | understanding and | understanding and | read by: | to an audience |
| | being said and done | already know or on | - | - | | |
| | learning to appreciate rhymes and poems, and to recite some by heart discussing word meanings, linking new meanings to those already known understand both the books they can already read accurately and fluently and those they listen to by: 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 significance of the title and events making inferences on the basis of what is | non-fiction books that are structured in different ways a recognising simple recurring literary language in stories and poetry discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear understand both the books that they can already read accurately and fluently and those that they listen to by: drawing on what they | retelling some of these orally imige identifying themes and conventions in a wide range of books English – key stages 1 and 2 imige preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action imige discussing words and phrases that capture the reader's interest and imagination imige recognising some different forms of poetry [for example, free verse, narrative poetry] imige understand what they read, in books they can read independently, by: imige checking that the text makes sense to them, discussing their | retelling some of these orally identifying themes and conventions in a wide range of books English – key stages 1 and 2 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry [for example, free verse, narrative poetry] understand what they read, in books they can read independently, by: checking that the text makes sense to them, discussing their | and books from other cultures and traditions English – key stages 1 and 2 = recommending books that they have read to their peers, giving reasons for their choices = identifying and discussing themes and conventions in and across a wide range of writing = making comparisons within and across books = 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 = understand what they | and books from other cultures and traditions English – key stages 1 and 2 34 Statutory requirements = recommending books that they have read to their peers, giving reasons for their choices = identifying and discussing themes and conventions in and across a wide range of writing = making comparisons within and across books = 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 |

| Reading Curriculum Progression | | | | | | | | | |
|--------------------------------|-----------------------------------|--------------------------------------|----------------------------|------------------------------------|---------------------------------|--|--|--|--|
| 📾 predicting what | background information | explaining the meaning | explaining the meaning | rightarrow checking that the | rightarrow understand what they | | | | |
| might happen on the | and | of words in context | of words in context | book makes sense to | read by: | | | | |
| basis of what has been | vocabulary provided by | 🖙 asking questions to | 📼 asking questions to | them, discussing their | rightarrow checking that the | | | | |
| read so far | the teacher | improve their | improve their | understanding | book makes sense to | | | | |
| 📼 participate in | rightarrow checking that the text | understanding of a text | understanding of a text | and exploring the | them, discussing their | | | | |
| discussion about what is | makes sense to them as | 🖙 drawing inferences | 📼 drawing inferences | meaning of words in | understanding | | | | |
| read to them, taking | they read and correcting | such as inferring | such as inferring | context | and exploring the | | | | |
| turns and listening to | inaccurate reading | characters' feelings, | characters' feelings, | 🛥 asking questions to | meaning of words in | | | | |
| what others say | 🛥 making inferences on | thoughts and motives | thoughts and motives | improve their | context | | | | |
| 📼 explain clearly their | the basis of what is being | from their actions, and | from their actions, and | understanding | 🖙 asking questions to | | | | |
| understanding of what is | said and done | justifying inferences with | justifying inferences with | 📼 drawing inferences | improve their | | | | |
| read to them | 📼 answering and asking | evidence | evidence | such as inferring | understanding | | | | |
| | questions | | 🖙 predicting what might | characters' feelings, | 🖙 drawing inferences | | | | |
| | 📼 predicting what might | happen from details | happen from details | thoughts and motives | such as inferring | | | | |
| | happen on the basis of | stated and implied | stated and implied | from their actions, and | characters' feelings, | | | | |
| | what has been read so | 🚌 identifying main ideas | 📼 identifying main ideas | justifying inferences with | thoughts and motives | | | | |
| | far | drawn from more than | drawn from more than | evidence | from their actions, and | | | | |
| | 🛥 participate in | one paragraph and | one paragraph and | 🛥 predicting what might | justifying inferences with | | | | |
| | discussion about books, | summarising | summarising | happen from details | evidence | | | | |
| | poems and other works | these | these | stated and implied | 🖙 predicting what might | | | | |
| | that are read to them | 🚌 identifying how | 📼 identifying how | 🛥 summarising the main | happen from details | | | | |
| | and | language, structure, and | language, structure, and | ideas drawn from more | stated and implied | | | | |
| | those that they can read | presentation contribute | presentation contribute | than one paragraph, | 📾 summarising the main | | | | |
| | for themselves, taking | to meaning | to meaning | identifying | ideas drawn from more | | | | |
| | turns and listening to what | 🚌 retrieve and record | 🖙 retrieve and record | key details that support | than one paragraph, | | | | |
| | others say | information from | information from | the main ideas | identifying | | | | |
| | 🛥 explain and discuss | non-fiction | non-fiction | 📼 identifying how | key details that support | | | | |
| | their understanding of | 🚌 <mark>participate in</mark> | 🖙 participate in | language, structure and | the main ideas | | | | |
| | books, poems and other | discussion about both | discussion about both | presentation contribute | 🖙 identifying how | | | | |
| | material, both | books that are read to | books that are read to | to meaning | language, structure and | | | | |
| | those that they listen to | <mark>them and those they can</mark> | them and those they can | 🖙 discuss and evaluate | presentation contribute | | | | |
| | and those that they read | read for themselves, | read for themselves, | how authors use | to meaning | | | | |
| | for themselves. | taking turns and listening | taking turns and listening | language, including | 📾 discuss and evaluate | | | | |
| | | <mark>to what others say</mark> | to what others say | figurative language, | how authors use | | | | |
| | | | | considering the impact | language, including | | | | |
| | | | | on the reader | figurative language, | | | | |
| | | | | 🕾 distinguish between | considering the impact | | | | |
| | | | | statements of fact and | on the reader | | | | |
| | | | | opinion | 📾 distinguish between | | | | |
| | | | | $_{	riangle}$ retrieve, record and | statements of fact and | | | | |
| | | | | present information from | opinion | | | | |
| | | | | non-fiction | | | | | |

| | 0 | <u> </u> | | |
|--|---|----------|--------------------------|--------------------------|
| | | | 🖙 participate in | 🖙 retrieve, record and |
| | | | discussions about books | present information from |
| | | | that are read to them | non-fiction |
| | | | and those they can read | 🖙 participate in |
| | | | for themselves, building | discussions about books |
| | | | on their own and others' | that are read to them |
| | | | ideas and challenging | and those they can read |
| | | | views | for themselves, building |
| | | | courteously | on their own and others' |
| | | | 🖙 explain and discuss | ideas and challenging |
| | | | their understanding of | views |
| | | | what they have read, | courteously |
| | | | including through | 🖙 explain and discuss |
| | | | formal presentations and | their understanding of |
| | | | debates, maintaining a | what they have read, |
| | | | focus on the topic and | including through |
| | | | using notes | formal presentations and |
| | | | where necessary | debates, maintaining a |
| | | | 🛥 provide reasoned | focus on the topic and |
| | | | justifications for their | using notes |
| | | | views | where necessary |
| | | | | 📾 provide reasoned |
| | | | | justifications for their |
| | | | | views |



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|---------------|----------------------------|-------------------------------|------------------------------|--|--|---|
| | Decoding and phonics | Decoding and phonics | Words and their | Words and their | Words and their | Words and their |
| | | | meanings | meanings | meanings | meanings |
| | Phase 5 of letters and | Sight recognition | | | | |
| | sounds | | Formation of nouns using | Formation of nouns using | Knowledge of how | The difference between |
| | 5001105 | Phase 5 and 6 of letters | a range of prefixes and | a range of prefixes and | converting nouns or | vocabulary typical of |
| | Words and their | and sounds and all | their meanings [for | their meanings [for | adjectives into verbs | informal speech and |
| | meanings | common exception | example super–,anti–, | example super–,anti–, | using suffixes [for | |
| | Understand regular | words | auto-] | auto-] | example, | vocabulary appropriate |
| | plural noun suffixes –s or | | | | -ate; -ise; -ify] and using | for formal speech and |
| | -es [for example, dog, | Words and their meanings | Words and their | Words and their | verb prefixes [for | writing [for example, find |
| | dogs; wish, | | meanings | meanings | example, dis-, de-, mis-, | |
| | wishes], including the | The formation of nouns | | | over- and re-] affects | out – discover; ask for – |
| | effects of these suffixes | using suffixes such as | Word families based on | Word families based on | - | request; go in – enter] |
| | on the meaning of the | –ness, –er and by | common words, showing | common words, showing | meaning. | <mark>Characters, plots, places</mark> |
| | noun | compounding [for | how words are related in | how words are related in | | and themes |
| | How the prefix un- | example, whiteboard, | form and meaning [for | form and meaning [for | <mark>Characters, plots, places</mark> | |
| Essential | changes the meaning | superman] | example, solve, solution, | example, solve, solution, | and themes | How words are related |
| Esserma | of verbs and adjectives | | solver, dissolve, insoluble] | solver, dissolve, insoluble] | | by meaning as synonyms |
| Component | [negation, for example, | Formation of adjectives | | | Understanding of a | and antonyms (see Eng |
| | - | using suffixes such as -ful, | Characters, plots, places | | range of themes in | NC appendix1) |
| Knowledge | unkind, or undoing: untie | -less and their meaning | and themes | <mark>Characters, plots, places</mark> | stories and novels , good | |
| I la modge | the boat] | | | and themes | over evil, friendship, loss, | Understanding of a |
| (with linked | | Use of the suffixes –er, –est | Understanding of a | | heroism overcoming | range of themes in |
| | Decoding and phonics | in adjectives and the use | range of themes in | Understanding of a | adversity, issues and | stories and novels , good |
| threshold | | of –ly to turn adjectives t | stories and novels , good | range of themes in | , | over evil, friendship, loss, |
| | Reading of all words | adverbs in Standard | over evil, friendship, loss, | stories and novels , good | dilemmas | heroism overcoming |
| concept) | through sounding and | English to turn adjectives | overcoming adversity | over evil, friendship, loss, | | adversity, issues and |
| | blending | into adverbs | | overcoming adversity | Extend knowledge of | dilemmas |
| | - | | Types of text | | characterisation in novels | Extend knowledge of |
| | Sight recognition | Common word roots to | | Extend knowledge of | and how this achieved | - |
| | | make meaning of new | The conventions of | settings and their effect | | characterisation in novels and how this achieved |
| | Reading of common | words | different types of writing: | in narratives | Types of text | Types of text |
| | exception words | | letters, diaries, headings, | Extand the range of | | |
| | | Characters, plots, places | numbers, contents | Extend the range of | Extend the range of | |
| | Prosody | and themes | pages, indexes | genres, including | genres known , including | Extend the range of |
| | Knowledge of rhymes | | Writers! to obniguos | historical, science fiction, | historical, science fiction, | genres known , including |
| | and grammatical | Cause and effect in | Writers' techniques | adventure, and quest. | | historical, science fiction, |
| | °, | narrative and simple | Cause and effect in | And their key features | comedy, adventure , | adventure, quest., |
| | structures in rhyming | inference | narrative and non-fiction | and effects | quest, mystery, their key | mystery, their key |
| | stories | | and using these to infer | Types of text | features and effects | features and effects |
| | | | meanings | | | Knowledge of |
| | | | i nou ilinga | | Knowledge of | presentational devices of |
| | | | | | presentational devices of | presentational devices of |
| | • | | • | | 5 | · · · · · · · · · · · · · · · · · · · |

| | Reauli | ig curriculum Pro | gression | | |
|--|--|---|---|---|--|
| Grammatical structures in heard stories: questions, exclamations, Types of text Familiarity with traditional tales, key stories and fairy stories Knowledge of fiction and non-fiction Retrieving information from information texts Poems and their features, rhyme, rhythm Characters, plots, places and themes Simple narrative features, beginnings, endings, build ups, surprise Knowledge of traditional literary characters, good and evil, magical, mysterious, Funny endings. Predictions Understanding of prediction and making predictions | Cause and effect in non- fiction and simple inference Prosody A favourite poem learnt by heart The difference between spoken and written language Types of text 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 fiction genres, adventure, mystery, fantasy, Characters, plots, places and themes 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 | Understanding of narrative voice (1st and 3 rd person) narrative structure and tenses and how they are used. Extend the range of literary features known: simile and metaphor, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia Types of text Extend the range of genres, including historical, science fiction, adventure , quest, and their key features Characters, plots, places and themes 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 | 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 Writers' techniques Cause and effect in narrative and non-fiction and using these to infer meanings Understanding of narrative voice (1st and 3rd person) and tense and their effect. Extend the range of literary features known: simile and metaphor, personification, short impact sentence, ellipses, imagery using the senses, alliteration and onomatopoeia | information texts including websites and how to use them to locate and sort information. Writers' techniques 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 structures, flashbacks, timeslips, dual narrative Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style | information texts including websites and how to use them to locate and sort information Writers' techniques 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 structures, flashbacks, timeslips, dual narrative Understand more complex literary features and their effects: imagery, analogy, simile metaphor, personification, style |
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|--|---|---|--|--|--|--|
| | Reading between the lines Understanding of how characters might be thinking and feeling through role play | the reader and add to the mood of the story Knowledge of the concept of themes and some simple themes: good over evil, wise over foolish, Writers' techniques Knowledge of literary language of character, setting and mood and how these differ in different texts | | 3 | | |
| Conceptual Vocabulary (cumulative) | 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) apostrophe, comma fiction, non- fiction, character, setting, adventure, mystery, fantasy, glossary, index, narrator, hero, villain | word family, prefix, plot theme, style, narrator, narrative voice, point of view 1 st person, 3 rd person, simile, metaphor, character, motive, ellipsis, imagery, 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 | word family, prefix, plot theme, style, narrator, narrative voice, point of view, 1st person, 3rd person, simile, metaphor, personification, character, motive, 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 | Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback, timeslip, tension, suspense, dialogue, viewpoint, mood, feeling, attitude, themes, features, intonation, tone | Characterisation, theme, narrative structure, imagery, style, analogy, effect, simile, metaphor, personification, literal language, figurative language, flashback, timeslip, tension, suspense, dialogue, viewpoint, mood, feeling, attitude, themes, features, intonation, tone |

| | | | Neaun | ing Cu | riculum Pro | gressi | | | | | |
|----------------|---|----------|---|--------|---------------------|--------|--------------------|---|----------------------|---|---------------------|
| | Respond speedily with the | • | Sound out most | • | improving | • | Apply their | ٠ | Apply their initial | ٠ | Apply their growing |
| | correct sound to graphemes | | unfamiliar words | | knowledge of root | | growing | | knowledge of root | | knowledge of root |
| | (letters or groups of letters) | | accurately, without | | words, prefixes | | knowledge of root | | words, prefixes and | | words, prefixes and |
| | for all 40+ phonemes, | | undue hesitation. | | and suffixes | | words, prefixes | | suffixes | | suffixes |
| | including, where applicable, | • | Read accurately most | | (etymology and | | and suffixes | | (morphology and | | (morphology and |
| | alternative sounds for graphemes. | | , words of two or more | | morphology) as | | (etymology and | | etymology), as | | etymology), as |
| | •Read accurately by blending | | syllables. | | listed in English | | morphology) as | | listed in English | | listed in English |
| | sounds in unfamiliar words | • | Read most words | | Appendix 1, both | | listed in English | | Appendix 1, both | | Appendix 1, both |
| | containing GPCs that have | - | containing common | | to read aloud and | | Appendix 1, both | | to read aloud and | | to read aloud and |
| | been taught. | | suffixes. | | to understand the | | to read aloud and | | to understand the | | to understand the |
| | Read common exception | • | Read most common | | meaning of new | | to understand the | | meaning of new | | meaning of new |
| | words, noting unusual | | exception words. | | words they meet. | | meaning of new | | words that they | | words that they |
| | correspondences between | • | Read most words | • | Beginning to read | | words they meet. | | meet. | | meet. |
| | spelling and sound and | – | accurately, without overt | · · | further exception | • | Read further | • | Maintain positive | • | Maintain positive |
| | where these occur in the word. | | sounding and blending, | | words, noting the | • | exception words, | • | attitudes to | • | attitudes to |
| | •Read other words of more | | e e | | | | • | | | | |
| | than one syllable that | | and sufficiently fluently | | unusual | | noting the unusual | | reading and | | reading and |
| | contain taught GPCs. | | to allow them to focus on | | correspondence | | correspondences | | understanding of | | understanding of |
| Key | Read aloud accurately | | their understanding | | between spelling | | between spelling | | what they read by | | what they read by |
| | books that are consistent | | rather than decoding | | and sound, and | | and sound, and | | increasing their | | continuing to read |
| Objectives for | with their developing phonic | | individual words, e.g. at | | where these occur | | where these occur | | familiarity with a | | and discuss an |
| - | knowledge and that do not | | over 90 words per | | in the word. | | in the word. | | range of books, | | increasingly wide |
| lassessment | require them to use other | | minute. | • | Develop positive | • | Develop positive | | including myths, | | range of fiction, |
| | strategies to work out words.Develop pleasure in | • | Re-read books to build | | attitudes to | | attitudes to | | legends and | | poetry, plays, |
| | reading, motivation to read, | | up their fluency and | | reading and | | reading and | | traditional stories, | | non-fiction and |
| | vocabulary and | | confidence in word | | understanding of | | understanding of | | modern fiction, | | reference books or |
| | understanding by listening to | | reading. | | what they read by | | what they read by | | fiction from our | | textbooks. |
| | and discussing a wide range | • | In a book that they can | | listening to and | | listening to and | | literary heritage, | • | Maintain positive |
| | of poems, stories and | | already read fluently, the | | discussing a range | | discussing a wide | | and books from | | attitudes to |
| | non-fiction at a level beyond | | pupil can check it makes | | of fiction, poetry, | | range of fiction, | | other cultures and | | reading and |
| | that at which they can read | | sense to them, correcting | | plays, non-fiction | | poetry, plays, | | traditions. | | understanding of |
| | independently.Develop pleasure in | | any inaccurate reading. | | and reference | | non-fiction and | • | Understand what | | what they read by |
| | reading, motivation to read, | • | In a book that they can | | books or | | reference books or | | they read by | | reading books that |
| | vocabulary and | | already read fluently, the | | textbooks. | | textbooks. | | checking that a text | | are structured in |
| | understanding by becoming | | pupil can answer | • | Develop positive | • | Develop positive | | makes sense to | | different ways and |
| | very familiar with key stories, | | questions and make | | attitudes to | | attitudes to | | them, discussing | | reading for a range |
| | fairy stories and traditional | | some inferences. | | reading and | | reading and | | their | | of purposes. |
| | tales, retelling them and | | In a book that they | | understanding of | | understanding of | | understanding and | • | Maintain positive |
| | considering their particular | | can already read | | what they read by | | what they read by | | exploring the | | attitudes to |
| | characteristics.Develop pleasure in | | fluently, the pupil | | beginning to use | | using dictionaries | | meaning of words | | reading and |
| | reading, motivation to read, | | can explain what | | dictionaries to | | to check the | | in context. | | understanding of |
| | vocabulary and | | has happened so | | check the meaning | | meaning of words | • | Understand what | | what they read by |
| | understanding by recognising | | | | of words that they | | that they have | | they read by | | increasing their |
| | and joining in with | | | | have read. | | read. | | beginning to make | | familiarity with a |
| | predictable phrases. | | | | | | | | -0 -0 -0 -0 -0 | | , |
| | | | | | | | | | | | |

| Reading Curriculum Progression | | | | | | | | | | |
|--------------------------------|---|------------------|-------------------------------------|-------------------------------------|----------------------------------|----------------------|--|--|--|--|
| | Understand both the books | far in what they | Develop positive | Develop positive | simple summaries | wide range of | | | | |
| | they can already read | have read. | attitudes to | attitudes to | of the main ideas | books, including | | | | |
| | accurately and fluently and | | reading and | reading and | drawn from more | myths, legends and | | | | |
| | those they listen to by | | understanding of | understanding of | than one | traditional stories, | | | | |
| | checking that the text makes sense to them as they read | | what they read by | what they read by | paragraph, | modern fiction, | | | | |
| | and correcting inaccurate | | identifying themes | identifying themes | identifying key | fiction from our | | | | |
| | reading. | | and conventions in | and conventions in | details that support | literary heritage, | | | | |
| | •Understand both the books | | a range of books. | a wide range of | the main ideas. | and books from | | | | |
| | they can already read | | Understand what | books. | Beginning to | other cultures and | | | | |
| | accurately and fluently and | | they read, in books | Understand what | retrieve, record | traditions. | | | | |
| | those they listen to by | | they can read | they read, in books | and present | Maintain positive | | | | |
| | discussing the significance of | | independently, by | they can read | information from | attitudes to | | | | |
| | the title and events. | | drawing simple | independently, by | non-fiction. | reading and | | | | |
| | Understand both the books they can already read | | inferences such as | checking that the | Begin to participate | understanding of | | | | |
| | accurately and fluently and | | inferring | text makes sense | in discussions | what they read by | | | | |
| | those they listen to by | | characters' | to them, discussing | about books that | making | | | | |
| | predicting what might | | feelings, thoughts | their | are read to them | comparisons within | | | | |
| | happen on the basis of what | | and motives from | | | | | | | |
| | has been read so far | | | understanding and | and those they can | and across books. | | | | |
| | | | their actions, and | explaining the | read for | Maintain positive | | | | |
| | | | justifying | meaning of words | themselves, | attitudes to | | | | |
| | | | inferences with | in context. | building on their | reading and | | | | |
| | | | evidence. | Understand what | own and others' | understanding of | | | | |
| | | | Understand what | they read, in books | ideas and | what they read by | | | | |
| | | | they read, in books | they can read | challenging views | preparing poems | | | | |
| | | | they can read | independently, by | courteously. | and plays to read | | | | |
| | | | independently, by | drawing inferences | Beginning to | aloud and to | | | | |
| | | | beginning to | such as inferring | provide reasoned | perform, showing | | | | |
| | | | predict what might | characters' | justifications for | understanding | | | | |
| | | | happen from | feelings, thoughts | their views | through intonation, | | | | |
| | | | details stated and | and motives from | | tone and volume | | | | |
| | | | implied [based on | their actions, and | | so that the | | | | |
| | | | content, simple | justifying | | meaning is clear to | | | | |
| | | | themes or text | inferences with | | an audience. | | | | |
| | | | types]. | evidence. | | Understand what | | | | |
| | | | Retrieve and | Understand what | | they read by | | | | |
| | | | record simple | they read, in books | | checking that the | | | | |
| | | | information from | they can read | | book makes sense | | | | |
| | | | non-fiction | independently, by | | to them, discussing | | | | |
| | | | | predicting what | | their | | | | |
| | | | | might happen from | | understanding and | | | | |
| | | | | details stated and | | exploring the | | | | |
| | | | | implied [based on | | meaning of words | | | | |
| | | | | | | - | | | | |
| | | | | content, simple | | in context. | | | | |

| | Neuun | ig curriculum Pro | | |
|------|-------|-------------------|-------------------------------------|-------------------------------------|
| | | | themes or text | Understand what |
| | | | types]. | they read by |
| | | | Understand what | drawing inferences |
| | | | they read, in books | such as inferring |
| | | | they can read | characters' |
| | | | independently, by | feelings, thoughts |
| | | | identifying main | and motives from |
| | | | ideas drawn from | their actions, and |
| | | | more than one | justifying |
| | | | paragraph and | inferences with |
| | | | summarising | evidence. |
| | | | these. | Understand what |
| | | | Retrieve and | they read by |
| | | | record information | predicting what |
| | | | from non-fiction. | might happen from |
| | | | | details stated and |
| | | | | implied [based on |
| | | | | more challenging |
| | | | | texts, themes, |
| | | | | conventions and |
| | | | | knowledge about |
| | | | | the author or |
| | | | | genres]. |
| | | | | Understand what |
| | | | | they read by |
| | | | | summarising the |
| | | | | main ideas drawn |
| | | | | from more than |
| | | | | one paragraph, |
| | | | | identifying key |
| | | | | details that support |
| | | | | the main ideas. |
| | | | | Understand what |
| | | | | they read by |
| | | | | identifying how |
| | | | | language, structure |
| | | | | and presentation |
| | | | | contribute to |
| | | | | meaning. |
| | | | | Discuss and |
| | | | | evaluate how |
| | | | | authors use |
| | | | | language, including |

| | 0 | 0 | |
|--|-------|---|--------------------------------------|
| | | | figurative |
| | | | language, |
| | | | considering the |
| | | | impact on the |
| | | | reader. |
| | | | Retrieve, record |
| | | | and present |
| | | | information from |
| | | | non-fiction. |
| | | | Provide reasoned |
| | | | justifications for |
| | | | their views. |
| | | | |
| | | | |