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

	KS1		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	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	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	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	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	
	time.		from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Look at classification systems.	and books from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Look at classification systems.	and books from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Look at classification systems.	and books from other cultures. Take part in conversations about books. Learn a wide range of poetry by heart. Use the school and community libraries. Look at classification systems.	

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			Look at books with a different alphabet to English. Read and listen to whole books.	Look at books with a different alphabet to English. Read and listen to whole books.	Look at books with a different alphabet to English. Read and listen to whole books.	Look at books with a different alphabet to English. Read and listen to whole books.
NC statutory standards - Word reading	Apply phonic knowledge and skills as the route to decode words 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 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 are consistent with their developing	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has 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. 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 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.	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.	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.	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.	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.

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	phonic knowledge and that do not require them to use	Re-read these books to build up their fluency and				
	other strategies to work	confidence in word reading.				
	out words	Confidence in word reading.				
	out words					
	Re-read these books to					
	build up their fluency and					
	confidence in word reading					
	Develop pleasure in	Develop pleasure in reading,	Pupils should be taught to	Pupils should be taught to	Pupils should be taught to	Pupils should be taught to:
	reading, motivation to read,	motivation to read,	develop positive attitudes to	develop positive attitudes	maintain positive attitudes	maintain positive attitudes
	vocabulary and	vocabulary and	reading and understanding	to reading and	to reading and	to reading and
	understanding by:	understanding by:	of what they read by:	understanding of what they	understanding of what they	understanding of what they
	understanding by.	anderstanding by.	or what they read by.	read by:	read by:	read by:
	listening to and	listening to, discussing	listening to and	read by.	read by.	read by.
	discussing a wide	and expressing views	discussing a wide	listening to and	continuing to read and	continuing to read and
	range of poems,	about a wide range of	range of fiction,	discussing a wide	discuss an	discuss an
	stories and non-fiction	contemporary and	poetry, plays,	range of fiction,	increasingly wide	increasingly wide
	at a level beyond that	classic poetry, stories	non-fiction and	poetry, plays,	range of fiction,	range of fiction,
	at which they can	and non-fiction at a	reference books or	non-fiction and	poetry, plays,	poetry, plays,
	read independently	level beyond that at	textbooks	reference books or	non-fiction and	non-fiction and
	being encouraged to	which they can read	reading books that are	textbooks	reference books or	reference books or
	link what they read or	independently	structured in different	 reading books that 	textbooks	textbooks
	hear read to their own	discussing the	ways and reading for	are structured in	 reading books that are 	 reading books that are
	experiences	sequence of events in	a range of purposes	different ways and	structured in different	structured in different
	becoming very	books and how items	using dictionaries to	reading for a range of	ways and reading for	ways and reading for
NC statutory	familiar with key	of information are	check the meaning of	purposes	a range of purposes	a range of purposes
ite statolory	stories, fairy stories	related	words that they have	 using dictionaries to 	 increasing their 	 increasing their
standards -	and traditional tales,	 becoming increasingly 	read	check the meaning of	familiarity with a wide	familiarity with a wide
Sidiladias	retelling them and	familiar with and	 increasing their 	words that they have	range of books,	range of books,
Comprehension	considering their	retelling a wider range	familiarity with a wide	read	including myths,	including myths,
Comprehension	particular	of stories, fairy stories	range of books,	 increasing their 	legends and	legends and
	characteristics	and traditional tales	including fairy stories,	familiarity with a wide	traditional stories,	traditional stories,
	 recognising and 	being introduced to	myths and legends,	range of books,	modern fiction, fiction	modern fiction, fiction
	joining in with	non-fiction books that	and retelling some of	including fairy stories,	from our literary	from our literary
	predictable phrases	are structured in	these orally	myths and legends,	heritage, and books	heritage, and books
	learning to appreciate	different ways	identifying themes	and retelling some of	from other cultures	from other cultures
	rhymes and poems,	recognising simple	and conventions in a	these orally	and traditions	and traditions
	and to recite some by	recurring literary	wide range of books	identifying themes and conventions in a	recommending books that they have read to	recommending books that they have read to
	heart	language in stories and	preparing poems and play serints to read	and conventions in a	that they have read to	that they have read to
	discussing word	poetry discussing and	play scripts to read	wide range of books	their peers, giving reasons for their	their peers, giving reasons for their
	meanings, linking new meanings to those	 discussing and clarifying the meanings 	aloud and to perform, showing	 preparing poems and play scripts to read 	choices	choices
	already known	of words, linking new	understanding	aloud and to perform,	identifying and	identifying and
	alleady Kilowii	meanings to known	through intonation,	showing	discussing themes	discussing themes
	Understand both the books	vocabulary	tone, volume and	understanding	and conventions in	and conventions in
	they can already read	discussing their	action	through intonation,	and across a wide	and across a wide
	accurately and fluently and	favourite words and	discussing words and	tone, volume and	range of writing	range of writing
	those they listen to by:	phrases	phrases that capture	action	making comparisons	making comparisons
		continuing to build up a	the reader's interest	discussing words and	within and across	within and across
		repertoire of poems	and imagination	phrases that capture	books	books
			·			

- 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 being said and done
- predicting what might happen on the basis of what has been read so far
- participate in discussion about what is read to them, taking turns and listening to what others say
- explain clearly their understanding of what is read to them

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 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
- making inferences on the basis of what is being said and done
 answering and asking
- questions
 predicting what might happen on the basis of what has been read so

far

- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say
- explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.

 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 understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- 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.

- 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 understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can

- 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 read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying 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,

- 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 read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying 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

	read for themselves, taking turns and listening to what others say.	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	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
		courteously explain and discuss their understanding of what they have read, including through	their understanding of what they have read, including through formal presentations and debates,

	To read words accurately and fluently:					
	Decoding and phonicsSight recognitionProsody					
Threshold	To find information and understand texts.					
Concepts	 Words and their meanings Types of text Characters, plots, settings themes Writers' techniques 	 Words and their meanings Types of text Characters, plots, settings themes Writers' techniques 	 Words and their meanings Types of text Characters, plots, settings themes Writers' techniques 	 Words and their meanings Types of text Characters, plots, settings themes Writers' techniques 	 Words and their meanings Types of text Characters, plots, settings themes Writers' techniques 	 Words and their meanings Types of text Characters, plots, settings themes Writers' techniques

Essential Component Knowledge

Decoding and phonics Phase 5 of letters and sounds

Words and their meanings

Understand regular plural noun suffixes –s or –es [for example, dog, dogs; 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: untie the boat]

Decoding and phonics

Reading of all words through sounding and blending

Sight recognition

Reading of common exception words

Prosody

Knowledge of rhymes and grammatical structures in rhyming stories

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

Decoding and phonicsSight recognition

Phase 5 and 6 of letters and sounds and all common exception words

Words and their meanings

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

Characters, plots, places and themes

Cause and effect in narrative and simple inference

Cause and effect in nonfiction and simple inference

Prosody

A favourite poem learnt by heart

The difference between spoken and written language

Types of text

Structural features of nonfiction texts: headings, subheadings, glossaries.

Words and their meanings

Formation of nouns using a range of prefixes and their meanings [for example super-,anti-, auto-]

Words and their meanings

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Characters, plots, places and themes

Understanding of a range of themes in stories and novels, good over evil, friendship, loss, overcoming adversity

Types of text

The conventions of different types of writing: letters, diaries, headings, numbers, contents pages, indexes

Writers' techniques Cause and effect in narrative and non-fiction and using these to infer meanings

Understanding of narrative voice (1st and 3rd 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 tex

Extend the range of genres, including historical, science

Words and their meanings Formation of nouns using a range of prefixes and their

range of prefixes and their meanings [for example super—,anti—, auto—]

Words and their meanings

Word families based on common words, showing how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]

Characters, plots, places and themes

Understanding of a range of themes in stories and novels, good over evil, friendship, loss, overcoming adversity

Extend knowledge of settings and their effect in narratives

Extend the range of genres, including historical, science fiction, adventure, and quest. And their key features and effects

Types of text

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

Words and their meanings

Knowledge of how 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.

Characters, plots, places and themes

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

Types of text

Extend the range of genres known, including historical, science fiction, comedy, adventure, quest, mystery, their key features and effects

Knowledge of presentational devices of 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

Words and their meanings

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] Characters, plots, places and themes

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 Types of text

Extend the range of genres known, including historical, science fiction, adventure, quest., mystery, their key features and effects

Knowledge of presentational devices of information texts including websites and how to use them to locate and sort information

Writers' techniques

Understanding of narrative voice and point of view (

		Reading Curr	iculum Progress	ion 2023-2024		
	Retrieving information from information texts Poems and their features, rhyme, rhythm Characters, plots, settings and themes Simple narrative features, beginnings, endings, build ups, surprise Knowledge of traditional literary characters, good and evil, magical, mysterious, Funny endings.	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 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	fiction, adventure , quest, and their key features Characters, plots, settings 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	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	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	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
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	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,	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

			tense, dilemma, resolution, cliff-hanger , heading, subheading, glossary, index	heroine, past tense, present tense, dilemma, resolution, cliff-hanger , heading, subheading, effect, stage direction, intonation, tone		
	Respond speedily with the	Sound out most unfamiliar	Improving knowledge of	Apply their growing	Apply their initial knowledge	Apply their growing
	correct sound to	words accurately, without	root words, prefixes and	knowledge of root words,	of root words, prefixes and	knowledge of root words,
	graphemes (letters or	undue hesitation.	suffixes (etymology and	prefixes and suffixes	suffixes (morphology and	prefixes and suffixes
	groups of letters) for all	undue nesitation.	morphology) as listed in	(etymology and	etymology), as listed in	(morphology and
	40+ phonemes, including,	Dood accurately most words	. 9,,	l ' '		
	where applicable,	Read accurately most words	English Appendix 1, both to	morphology) as listed in	English Appendix 1, both to	etymology), as listed in
	alternative sounds for	of two or more syllables.	read aloud and to	English Appendix 1, both to	read aloud and to	English Appendix 1, both to
	graphemes.	Read most words containing	understand the meaning of	read aloud and to	understand the meaning of	read aloud and to
	Daniel a samuel ala de la constante de la cons	common suffixes.	new words they meet.	understand the meaning of	new words that they meet.	understand the meaning of
	Read accurately by			new words they meet.		new words that they meet.
	blending sounds in unfamiliar words containing	Read most common	Beginning to read further		Maintain positive attitudes	
	GPCs that have been	exception words.	exception words, noting the	Read further exception	to reading and	Maintain positive attitudes
	taught.		unusual correspondence	words, noting the unusual	understanding of what they	to reading and
		Read most words accurately,	between spelling and	correspondences between	read by increasing their	understanding of what they
	Read common exception	without overt sounding and	sound, and where these	spelling and sound, and	familiarity with a range of	read by continuing to read
	words, noting unusual	blending, and sufficiently	occur in the word.	where these occur in the	books, including myths,	and discuss an increasingly
	correspondences between	fluently to allow them to		word.	legends and traditional	wide range of fiction, poetry,
Key Objectives	spelling and sound and	focus on their understanding	Develop positive attitudes		stories, modern fiction,	plays, non-fiction and
	where these occur in the word.	rather than decoding	to reading and	Develop positive attitudes	fiction from our literary	reference books or
for assessment	word.	individual words, e.g. at over	understanding of what they	to reading and	heritage, and books from	textbooks.
	Read other words of more	90 words per minute.	read by listening to and	understanding of what they	other cultures and	
	than one syllable that		discussing a range of fiction,	read by listening to and	traditions.	Maintain positive attitudes
	contain taught GPCs.	Re-read books to build up	poetry, plays, non-fiction	discussing a wide range of		to reading and
		their fluency and confidence	and reference books or	fiction, poetry, plays,	Understand what they read	understanding of what they
	Read aloud accurately	in word reading.	textbooks.	non-fiction and reference	by checking that a text	read by reading books that
	books that are consistent			books or textbooks.	makes sense to them,	are structured in different
	with their developing phonic knowledge and that	In a book that they can	Develop positive attitudes		discussing their	ways and reading for a
	do not require them to use	already read fluently, the	to reading and	Develop positive attitudes	understanding and	range of purposes.
	other strategies to work	pupil can check if it makes	understanding of what they	to reading and	exploring the meaning of	The state of the s
	out words.	sense to them, correcting	read by beginning to use	understanding of what they	words in context.	Maintain positive attitudes
	Develop pleasure in	any inaccurate reading.	dictionaries to check the	read by using dictionaries	Words in Someoni	to reading and
	reading, motivation to read,	any maccarate reading.	meaning of words that they	to check the meaning of	Understand what they read	understanding of what they
	vocabulary and	In a book that they can	have read.	words that they have read.	by beginning to make	read by increasing their
	understanding by listening	already read fluently, the	nave read.	words that they have redu.	simple summaries of the	familiarity with a wide range
	to and discussing a wide range of poems, stories	pupil can answer questions	Develop positive attitudes	Develop positive attitudes	main ideas drawn from	of books, including myths,
	and non-fiction at a level	l ' '				l
	beyond that at which they	and make some inferences.	to reading and	to reading and	more than one paragraph,	legends and traditional
	can read independently.	la a haali shastahari aar	understanding of what they	understanding of what they	identifying key details that	stories, modern fiction,
		In a book that they can	read by identifying themes	read by identifying themes	support the main ideas.	fiction from our literary
	Develop pleasure in	already read fluently, the	and conventions in a range	and conventions in a wide		heritage, and books from
	reading, motivation to read,	pupil can explain what has	of books.	range of books.		

vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising and joining in with predictable phrases.

Understand both the books they can already read accurately and fluently and those they listen to by checking that the text makes sense to them as they read and correcting inaccurate reading.

Understand both the books they can already read accurately and fluently and those they listen to by discussing the significance of the title and events.

Understand both the books they can already read accurately and fluently and those they listen to by predicting what might happen on the basis of what has been read so far.

happened so far in what they have read.

Understand what they read, in books they can read independently, by drawing simple inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Understand what they read, in books they can read independently, by beginning to predict what might happen from details stated and implied [based on content, simple themes or text types].

Retrieve and record simple information from non-fiction.

Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Understand what they read, in books they can read independently, by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Understand what they read, in books they can read independently, by predicting what might happen from details stated and implied [based on content, simple themes or text types].

Understand what they read, in books they can read independently, by identifying main ideas drawn from more than one paragraph and summarising these.

Retrieve and record information from non-fiction.

Beginning to retrieve, record and present information from non-fiction.

Begin to 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.

Beginning to provide reasoned justifications for their views.

other cultures and traditions.

Maintain positive attitudes to reading and understanding of what they read by making comparisons within and across books.

Maintain positive attitudes to reading and understanding of what they read by 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 read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context

Understand what they read by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

Understand what they read by predicting what might happen from details stated and implied [based on more challenging texts, themes, Reading Curriculum Progression 2023-2024 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 figurative language, considering the impact on the reader. Retrieve, record and present information from non-fiction. Provide reasoned justifications for their views.