Hagley Primary School – Reading Progression Grid

Year		Learning Strand: Communication and Language Objectives
Nursery	Decoding	Develop their phonological awareness, so that they can: • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother • Develop oral blending skills through instructions/games e.g. 's-i-t' on the carpet Summer term: • Set 1 single letter Sounds (RWI) • exposure to word time, reading 'green' words using single letter set 1 sounds • exposure to modelling the blending of single set 1 sounds
	Range of reading	• Enjoy listening to longer stories and remember what happens • Revisit favourite and familiar texts • Enjoy a range of books including fiction, non-fiction and poetry • Begin to recognise meaningful print e.g. their own name, Mummy, Daddy etc
	Familiarity with texts	Understand the five key concepts about print: · print has meaning · print can have different purposes · we read English text from left to right and from top to bottom · the names of the different parts of a book · page sequencing
	Poetry and performance	• Sing a large repertoire of songs • Know many rhymes, be able to talk about familiar books and be able to tell longer stories
	Word meaning	• Engage in extended conversations about stories, learning new vocabulary.
	Understanding	• Begin to retell a familiar, simple story using a story map and actions

Word Reading   Comprehension

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Year	Objective	
Reception	Decoding	Daily access to phonics • Set 1 single letter Sounds (RWI) • teaching word time, reading 'green' words using single letter set 1 sounds • teaching the blending of single set 1 sounds • Build on Set 1 single letter sounds with Set 1 "special friends" sounds • (ch/sh/th/ng/nk/qu) • Continuous review of Set 1 sounds • Re-cap Word time 1:1 to 1:4 and build on Word Time including 1:5 to 1:7 using all set 1 sounds including special friends • Learn Set 2 sounds (ay/ee/igh/ow/oo/ar/or/air/ir/ou/oy) • Reading 'green' words using Set 2 sounds. • Read pseudo words (nonsense words) containing set 1 & 2 sounds. • Automaticity and Fluency focus to develop and build word recognition over time • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme.
	Range of reading	• Listen to and enjoy a range of texts and stories with an adult • Revisit favourite and familiar texts • Read a range of books matched to RWI scheme, including fiction, non-fiction and poetry • Begin to explore a range of book independently
	Familiarity with texts	• Retell a familiar, simple story with actions and words using a story map • Listen to and talk about stories to build familiarity and understanding • Retell a story once they have developed a deep familiarity with the texts; some as exact repetition and some in their own words
	Poetry and performance	• Listen carefully to rhymes and songs paying attention to how they sound • Learn rhymes, poems and songs
	Word meaning	• Develop vocabulary through listening to stories and conversations with adults and peers • Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhyme and poems, where appropriate
	Understanding	• Explain understanding of story using full sentences • Re-read what they have read and ask questions to check that it makes sense
	Prediction	• Answer simple comprehension questions such as 'How did he feel?' • Anticipate key events in stories
	Non-fiction	• Engage with non-fiction texts, showing some understanding of gaining information from pictures

Word Reading   Comprehension

		• Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary
	Discussing reading	• Begin to form and discuss opinions on stories and texts • Begin to share ideas based on stories they have heard • Make text to text links, and text to real life links
Year		NC objective
Year 1	Decoding	• Apply phonic knowledge to decode words • Speedily read all 40+ graphemes for 40+ phonemes • Read accurately by blending taught GPC • Read common exception words • Read common suffixes (-s, -es, -ing, -ed etc) • Read polysyllabic words containing taught GPCs • Read contractions and understand the use of apostrophes • Read aloud phonetically decodable texts
	Range of reading	• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. • Begin to link what they read or hear read to their own experiences
	Familiarity with texts	• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognise and join in with predictable phrases
	Poetry and performance	• Learn to appreciate rhymes and poems, and to recite some by heart
	Word meaning	• Discuss word meanings, linking new meanings to those already known
	Understanding	• Draw on what they already know or on background information and vocabulary provided by the teacher to demonstrate understanding • Check that they text makes sense to them as they read and correct inaccurate reading
	Inference	• Discuss the significance of the title and events • Make inferences on the basis of what is being said and done
	Prediction	• Predict what might happen on the basis of what has been read so far

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	Discussing reading	• 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
Year 2	Decoding	• secure phonic decoding enables fluent reading • read accurately by blending, including alternative sounds for graphemes • read multi-syllable words containing these graphemes • read common suffixes • read exception words, noting unusual correspondences • read most words quickly & accurately without overt sounding and blending • sound out many unfamiliar words accurately without undue hesitation
	Range of reading	• listen to, discuss and express 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
	Familiarity with texts	• become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • make links between the book they are reading and other books they have read. (greater depth objective) • recognise simple recurring literary language in stories and poetry
	Poetry and performance	• continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	Word meaning	• discuss and clarify the meanings of words, linking new meanings to known vocabulary • discuss their favourite words and phrases
	Understanding	• discuss the sequence of events in books and how items of information are related drawing on what they already know or on background information and vocabulary provided by the teacher • check that the text makes sense to them as they read and correct inaccurate reading
	Inference	• make inferences on the basis of what is being said and done • answer and ask questions
	Prediction	• predict what might happen on the basis of what has been read so far (greater depth objective)
	Non-fiction	being introduced to non-fiction books that are structured in different ways

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	Discussing reading	• participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
Year 3/4	Decoding	• apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word • read quietly to themselves most of the time sustaining interest in longer texts.
	Range of reading	• listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes
	Familiarity with texts	• increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identify themes and conventions in a wide range of books
	Poetry and performance	• prepare poems, stories and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognise some different forms of poetry
	Word meaning	• use dictionaries to check the meaning of words that they have read
	Understanding	• check that the text makes sense to them, discuss their understanding and explain the meaning of words in context • ask questions to improve their understanding of a text • identify main ideas drawn from more than one paragraph and summarising these
	Inference	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Prediction	• predict what might happen from details stated and implied
	Authorial intent	• discuss words and phrases that capture the reader's interest and imagination • identify how language, structure, and presentation contribute to meaning
	Non-fiction	• retrieve and record information from non-fiction

Word Reading   Comprehension

	Discussing reading	• 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
Year 5/6	Decoding	• apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet • read age appropriate books with confidence and fluency (including whole novels)
	Range of reading	• continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes • make comparisons within and across books
	Familiarity with texts	• increase 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 • identify and discuss themes and conventions in and across a wide range of writing
	Poetry and performance	• learn 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 • read aloud with intonation that shows understanding
	Word meaning	• work out the meaning of words from context
	Understanding	• explain and discuss their understanding of what they've read • ask questions to improve their understanding • summarise the main ideas, identifying key details and using quotations for illustration
	Inference	• draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	Prediction	• predict what might happen from details stated and implied
	Authorial intent	• identify how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	Non-fiction	• distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction
	Discussing reading	• recommend books that they have read to their peers, giving reasons for their choices • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates • provide reasoned justifications for their views

Word Reading   Comprehension