

## **The Beeches Primary School**

**Reading progression documents** 



	Word reading							
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6		
<u>ELG</u>	-Apply your phonic	-Continue to apply	- Apply your growing	- Apply your	-Apply your growing	-Apply your		
	knowledge and skills	your phonic	knowledge of root	growing knowledge	knowledge of root	knowledge of root		
-Say a sound for each	as the route to decode	knowledge and skills	words, prefixes and	of root words,	words, prefixes and	words, prefixes and		
letter in the alphabet	words.	to decode words until	suffixes (etymology	prefixes and	suffixes (morphology	suffixes (morphology		
and know at least 10		automatic decoding	and morphology)	suffixes (etymology	and etymology) both	and etymology) both		
digraphs.	-Respond speedily	has become	both to read aloud	and morphology)	to read aloud and to	to read aloud and to		
- Read words consistent	with the correct sound	embedded and	and to understand	both to read aloud	understand the	understand the		
with their phonic	to graphemes for all	reading is fluent.	the meaning of new	and to understand	meaning of new words	meaning of new		
knowledge by sound	40+ phonemes,		words meet.	the meaning of	that they meet.	words that you		
blending.	including, where	- Read accurately by		new words you		meet.		
- Read aloud simple	applicable, alternative	blending the sounds in	- Read further	meet.				
sentences and books	sounds for graphemes.	words that contain the	exception words,					
that are consistent with		graphemes taught so	noting the unusual	-Read further				
their phonic knowledge,	-Read accurately by	far, especially	correspondences	exception words,				
including some	blending sounds in	recognising alternative	between spelling and	noting the unusual				
common exception	unfamiliar words	sounds for graphemes.	sound, and where	correspondences				
words.	containing GPCs that		these occur in the	between spelling				
	have been taught.	-Read accurately	word.	and sound, and				
KS1 readiness		words of two or more		where these occur				
<u>objectives</u>	-Read common	syllables that contain		in the word.				
	exception words,	the same graphemes						
-Developing phonemic	noting unusual	as above.						
knowledge through	correspondences							
Little Wandle and other	between spelling and	- Read words						
phonic opportunities.	sound and where	containing common						
	these occur in the	suffixes.						
	word.							

	-Read further common
-Read words	exception words,
containing taught	noting unusual
GPCs and –s, -es, -ing,	correspondences
-ed, -er and -est	between spelling and
endings.	sound where these
	occur in the word.
-Read other words of	
more than one syllable	- Read most words
that contain taught	quickly and accurately,
GPCs.	without overt
	sounding and
-Read words with	blending, when they
contractions (e.g., I'm,	have been frequently
I'll, we'll) and	encountered.
understand that the	
apostrophe represents	- Read aloud books
the omitted letter(s).	closely matched to
	your improving phonic
-Read aloud accurately	knowledge, sounding
books that are	out unfamiliar words
consistent with your	accurately,
phonic knowledge and	automatically and
that do not require	without undue
you to use other	hesitation.
strategies to work out	
words.	-Re-read these books
	to build up their
- Re-read these books	fluency and
to build up your	confidence in word
fluency and	reading.
confidence in word	
reading.	
you to use other strategies to work out words.  - Re-read these books to build up your fluency and confidence in word	-Re-read these books to build up their fluency and confidence in word

## Comprehension 1

**EYFS and KS1:** Develop pleasure in reading, motivation to read, vocabulary and understanding by... **KS2:** Maintain positive attitudes to reading and understanding of what you read and...

	KS2: Maintain positive attitudes to reading and understanding of what you read and						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
<u>ELG</u>	- Listen to and discuss	-Listen to, discuss and	-Listen to and discuss	-Listen to and	- Continue to read and	- Continue to read	
-Listen attentively and	a wide range of	express your views	a wide range of	discuss a wide	discuss an increasingly	and discuss an	
respond to what they	poems, stories and	about a wide range of	fiction, poetry, plays,	range of fiction,	wide range of fiction,	increasingly wide	
hear with relevant	non-fiction at a level	contemporary and	non-fiction and	poetry, plays, non-	poetry, plays, non-	range of fiction,	
questions, comments	beyond that at which	classic poetry, stories	reference or text	fiction and	fiction and reference	poetry, plays, non-	
and actions when being	you can read	and non-fiction at a	books.	reference or text	books or textbooks.	fiction and reference	
read to and during	independently.	level beyond that at		books.		books or textbooks.	
whole class discussions.		which you can read	-Read books that are		- Read books that are		
	- Be encouraged to	independently.	structured in	-Read books that	structured in different	- Read books that are	
-Use and understand	link what you read or		different ways and	are structured in	ways and reading for a	structured in	
recently introduced	hear read to your own	-Discussing the	reading for a range	different ways and	range of purposes.	different ways and	
vocabulary during	personal experiences.	sequence of events in	of purposes.	reading for a range		reading for a range	
discussions about		books and how items		of purposes.	-Increase familiarity	of purposes.	
stories, non-fiction,	-Become very familiar	of information are	-Use a dictionary to		with a wide range of		
rhymes and poems	with key stories, fairy	related.	check the meaning	-Use a dictionary to	books, inc myths,	-Increase familiarity	
during role-play.	stories and traditional		of words that you	check the meaning	legends & traditional	with a wide range of	
	tales, retelling them	- Become increasingly	have read.	of words that you	stories, modern	books, inc myths,	
KS1 readiness	and considering their	familiar with and		have read.	fiction, fiction from	legends & traditional	
<u>objectives</u>	particular	retelling a wider range	-Increase your		our literary heritage &	stories, modern	
-Developing their skills	characteristics.	of stories, fairy stories	familiarity with a	-Increase your	books from other	fiction, fiction from	
and abilities in retelling		and traditional tales.	wide range of books,	familiarity with a	cultures & traditions.	our literary heritage	
familiar stories.	-Recognise and join in		including fairy	wide range of		& books from other	
	with predictable	-Be introduced to non-	stories, myths and	books, including	-Recommend books	cultures & traditions.	
-Recognising that books	phrases.	fiction books that are	legends, and retell	fairy stories, myths	that you have read to		
have information that		structured in different	some of these orally.	and legends, and	your peers, giving	-Recommend books	
helps them to learn.	-Learn to appreciate	ways.		retelling some of	reasons for your	that you have read	
	rhymes and poems,			these orally.	choices.	to your peers, giving	
	and able to recite					reasons for your	
	some by heart.					choices.	

Diagram was and	December simula	I al a matifu ath a magain	I al a matifu at ha a maga a	Idontify and discours	<del>                                     </del>
-Discuss word	-Recognise simple	-Identify themes	- Identify themes	-Identify and discuss	
meanings, linking new	recurring literary	and conventions in a	and conventions in	themes and	-Identify and discuss
meanings to those	language in stories	wide range of books.	a wide range of	conventions in and	themes and
already known.	and poetry.		books.	across a wide range of	conventions in and
		-Prepare simple		writing.	across a wide range
	-Discuss and clarify the	poems and play	-Prepare simple		of writing.
	meanings of words,	scripts to read aloud	poems and play	-Make comparisons	
	linking new meanings	and to perform,	scripts to read	within and across	-Make comparisons
	to known vocabulary;	show understanding	aloud and to	books.	within and across
	discuss your favourite	through intonation,	perform, showing		books.
	words and phrases.	tone, volume and	understanding	-Learn a wider range	
	,	action.	through intonation,	of poetry by heart.	-Learn a wider range
	- Continue to build up		tone, volume and		of poetry by heart.
	a repertoire of poems	-Discuss words and	action.	-Prepare poems and	o. pood. y bya a.
	learnt by heart,	phrases that capture		plays to read aloud	-Prepare poems and
	appreciating these and	the reader's interest	-Discuss words and	and to perform,	plays to read aloud
	reciting some, with	and imagination.	phrases that	showing	and to perform,
		and imagination.	capture the	understanding	showing
	appropriate intonation	D	•	_	
	to make the meaning	-Recognise some	reader's interest	through intonation,	understanding
	clear.	different forms of	and imagination.	tone and volume so	through intonation,
		poetry (e.g. free		that the meaning is	tone and volume so
		verse, narrative	Recognise some	clear to an audience.	that the meaning is
		poetry).	different forms of		clear to an audience.
			poetry (e.g. free		
			verse, narrative		
			poetry).		

## Comprehension 2

EYFS and KS1: Understand both the books you can already read accurately and fluently and those you listen to and...

KS2: Understand what you have read, in books you can read independently and...

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<u>ELG</u>	-Draw on what you	- Draw on what you	-Check that the text	-Check that the	-Check that the book	-Check that the book
-Demonstrate an	already know or on	already know or on	makes sense to you,	text makes sense	makes sense to you,	makes sense to you,
understanding of what	background	background	discuss your	to you, discuss your	discussing your	discussing your
has been read to them	information and	information and	understanding and	understanding and	understanding and	understanding and
by retelling stories and	vocabulary provided	vocabulary provided	explaining the	explaining the	exploring the meaning	exploring the
narratives using their	by the teacher.	by the teacher.	meaning of words in	meaning of words	of words in context.	meaning of words in
own words and recently			context.	in context.		context.
introduced vocabulary.	-Check that the text	-Check that the text			-Ask questions to	
	makes sense to you as	makes sense to you as	- Ask questions to	- Ask questions to	improve your	-Ask questions to
-Understand the past	you read and	they read and	improve your	improve your	understanding.	improve your
through settings,	correcting inaccurate	correcting inaccurate	understanding of a	understanding of a		understanding.
characters and events	reading.	reading.	text.	text.	-Draw inferences such	
encountered in books					as inferring characters'	-Draw inferences
read in class and	-Discuss the	-Make inferences on	-Draw inferences	-Draw inferences	feelings, thoughts and	such as inferring
storytelling.	significance of the title	the basis of what is	such as inferring	such as inferring	motives from their	characters' feelings,
	and events.	being said and done .	characters' feelings,	characters'	actions, and justifying	thoughts and
-Invent, adapt and			thoughts and	feelings, thoughts	inferences with	motives from their
recount narratives with	-Make inferences on	- Answer and ask	motives from your	and motives from	evidence.	actions, and
peers and their	the basis of what is	questions.	actions, and	your actions, and		justifying inferences
teachers.	being said and done.		justifying inferences	justifying	-Predict what might	with evidence.
		-Predict what might	with evidence.	inferences with	happen from details	
		happen on the basis of		evidence.	stated and implied.	-Predict what might
		what has been read so				happen from details
KS1 readiness	- Predict what might	far.				stated and implied.
<u>objectives</u>	happen on the basis of					

	what has been said so	-Participate in	- Predict what might	- Predict what	-Summarise the main	-Summarise the main
-Routinely accessing	far.	discussion about	happen from details	might happen from	ideas drawn from	ideas drawn from
picture books and		books, poems and	stated and implied.	details stated and	more than one	more than one
stories.	-Participate in	other works that are		implied.	paragraph, identifying	paragraph,
	discussion about what	read to you and those	- Identify main ideas		key details that	identifying key
-Listening to others	is read to you, taking	that you can read for	drawn from more	- Identify main	support the main	details that support
expressively tell stories.	turns and listening to	yourself, taking turns	than one paragraph	ideas drawn from	ideas.	the main ideas.
	what others say.	and listening to what	and summarise	more than one		
-Learning that stories		others say.	these.	paragraph and	- Identify how	- Identify how
and books can put them	- Explain clearly your			summarise these.	language, structure	language, structure
in imaginary worlds full	understanding of what	-Explain and discuss	-Identify how		and presentation	and presentation
of adventure and	is read to you.	your understanding of	language, structure	-Identify how	contribute to	contribute to
excitement.		books, poems and	and presentation	language, structure	meaning.	meaning.
		other material, both	contribute to	and presentation		
		those that you listen	meaning.	contribute to	-Discuss and evaluate	-Discuss and
		to and those that you		meaning.	how authors use	evaluate how
		read for yourselves.	-Retrieve and record		language, including	authors use
			information from	-Retrieve and	figurative language,	language, including
			non-fiction.	record information	considering the impact	figurative language,
				from non-fiction.	on the reader.	considering the
			- Participate in			impact on the
			discussion about	- Participate in	- Distinguish between	reader.
			both books that are	discussion about	statements of fact and	
			read to you and	both books that are	opinion.	- Distinguish
			those you can read	read to you and		between statements
			for yourself, taking	those you can read	- Retrieve, record and	of fact and opinion.
			turns and listening to	for yourself, taking	present information	Date a second
			what others say.	turns and listening	from non-fiction.	- Retrieve, record
				to what others say.		and present
						information from
						non-fiction.
			<u> </u>			

		-Participate in discussions about books that are read to	-Participate in discussions about books that are read to you and those you
		you and those you can read for yourself,	can read for yourself, building on your own
		building on your own	and others' ideas
		and others' ideas and challenging views	and challenging views courteously.
		courteously.	•
			- Explain and discuss
		- Explain and discuss	your understanding
		your understanding of	of what you have
		what you have read,	read, including
		including through	through formal
		formal presentations	presentations and
		and debates,	debates, maintaining
		maintaining a focus on	a focus on the topic
		the topic and using	and using notes
		notes where	where necessary.
		necessary.	Dura dala managana d
		Dun da un anna	- Provide reasoned
		- Provide reasoned	justifications for your
		justifications for your	views.
		views.	