



The Beeches Primary School
Reading progression documents



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

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

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

	<p>-Discuss word meanings, linking new meanings to those already known.</p>	<p>-Recognise simple recurring literary language in stories and poetry.</p> <p>-Discuss and clarify the meanings of words, linking new meanings to known vocabulary; discuss your favourite words and phrases.</p> <p>- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>	<p>-Identify themes and conventions in a wide range of books.</p> <p>-Prepare simple poems and play scripts to read aloud and to perform, show understanding through intonation, tone, volume and action.</p> <p>-Discuss words and phrases that capture the reader's interest and imagination.</p> <p>-Recognise some different forms of poetry (e.g. free verse, narrative poetry).</p>	<p>- Identify themes and conventions in a wide range of books.</p> <p>-Prepare simple poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>-Discuss words and phrases that capture the reader's interest and imagination.</p> <p>Recognise some different forms of poetry (e.g. free verse, narrative poetry).</p>	<p>-Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>-Make comparisons within and across books.</p> <p>-Learn a wider range of poetry by heart.</p> <p>-Prepare 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.</p>	<p>-Identify and discuss themes and conventions in and across a wide range of writing.</p> <p>-Make comparisons within and across books.</p> <p>-Learn a wider range of poetry by heart.</p> <p>-Prepare 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.</p>
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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
<p>ELG</p> <p>-Demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>-Understand the past through settings, characters and events encountered in books read in class and storytelling.</p> <p>-Invent, adapt and recount narratives with peers and their teachers.</p> <p>KS1 readiness objectives</p>	<p>-Draw on what you already know or on background information and vocabulary provided by the teacher.</p> <p>-Check that the text makes sense to you as you read and correcting inaccurate reading.</p> <p>-Discuss the significance of the title and events.</p> <p>-Make inferences on the basis of what is being said and done.</p> <p>- Predict what might happen on the basis of</p>	<p>- Draw on what you already know or on background information and vocabulary provided by the teacher.</p> <p>-Check that the text makes sense to you as they read and correcting inaccurate reading.</p> <p>-Make inferences on the basis of what is being said and done .</p> <p>- Answer and ask questions.</p> <p>-Predict what might happen on the basis of what has been read so far.</p>	<p>-Check that the text makes sense to you, discuss your understanding and explaining the meaning of words in context.</p> <p>- Ask questions to improve your understanding of a text.</p> <p>-Draw inferences such as inferring characters' feelings, thoughts and motives from your actions, and justifying inferences with evidence.</p>	<p>-Check that the text makes sense to you, discuss your understanding and explaining the meaning of words in context.</p> <p>- Ask questions to improve your understanding of a text.</p> <p>-Draw inferences such as inferring characters' feelings, thoughts and motives from your actions, and justifying inferences with evidence.</p>	<p>-Check that the book makes sense to you, discussing your understanding and exploring the meaning of words in context.</p> <p>-Ask questions to improve your understanding.</p> <p>-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>-Predict what might happen from details stated and implied.</p>	<p>-Check that the book makes sense to you, discussing your understanding and exploring the meaning of words in context.</p> <p>-Ask questions to improve your understanding.</p> <p>-Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>-Predict what might happen from details stated and implied.</p>

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