

## Progression in Reading NCJPS

	Word Reading...Pupils can...	Understanding reading...Pupils can...	Attitudes to reading...Pupils can...
<b>EYFS</b>	<ul style="list-style-type: none"> <li>• Continue a rhyming string</li> <li>• Hear and say the initial sound in words</li> <li>• Segment the sounds in simple words and blend them together</li> <li>• Link sounds to letters naming and sounding the letters of the alphabet</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to read words and simple sentences</li> <li>• Use vocabulary and forms of speech that are increasingly influenced by their experience of books</li> <li>• Hold a book the correct way up</li> </ul>	<ul style="list-style-type: none"> <li>• Enjoy an increasing range of books</li> <li>• Know that information can be retrieved from books and computers.</li> <li>• Enjoy stories and can join in with repeating phrases</li> <li>• Give a favourite story and talk about it</li> </ul>
<b>Y1</b>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes [use Rocket Phonics for expanded assessment of this element]</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>• Read words containing taught GPCs and suffixes: <i>-s, -es, -ing, -ed, -er</i> and <i>-est</i> endings</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to link what they read or hear read to their own experiences</li> <li>• Predict what might happen on the basis of what has been read so far</li> <li>• Make inferences on the basis of what is being said and done</li> <li>• Recognise and join in with predictable phrases</li> <li>• Discuss word meanings, linking new meanings to those already known.</li> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li> <li>• Explain clearly their understanding of what is read to them</li> <li>• Understand the need to take turns.</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently from an increasing range of texts.</li> <li>• 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</li> </ul>

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	<ul style="list-style-type: none"> <li>• Read words with contractions and understand that the apostrophe represents the omitted letter(s)</li> <li>• 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</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>• Discuss the significance of the title and events</li> </ul>	<p>(most words to be read without overt sounding-out)</p> <ul style="list-style-type: none"> <li>• Re-read these books to build up their fluency and confidence in word reading</li> <li>• Learn to appreciate rhymes and poems, and to recite some by heart</li> </ul>
<b>Y2</b>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above</li> <li>• Read common exception words, noting unusual correspondences</li> </ul>	<ul style="list-style-type: none"> <li>• Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>• Check that the text makes sense to them as they read and correct inaccurate reading.</li> <li>• Make inferences on the basis of what is being said and done.</li> <li>• Answer and ask questions.</li> <li>• Predict what might happen on the basis of what has been read so far.</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Take part in role play and drama to help develop and explore characters</li> <li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li> <li>• Understand the differences between written and spoken speech</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Discuss their favourite words and phrases</li> <li>• Become increasingly familiar with and retell a wide range of stories, fairy stories</li> </ul>

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	<p>between spelling and sound and where these occur in the word</p> <ul style="list-style-type: none"> <li>• Read words containing common suffixes by building on the root words taught</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>• Read accurately using contextual clues and improving phonic knowledge, sounding out words accurately without undue hesitation</li> </ul>		<p>and traditional tales (including at a level beyond which they can read independently)</p> <ul style="list-style-type: none"> <li>• Read and listen to non-fiction books that are structured in different ways</li> <li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> <li>• Listen to, discuss and express views about a wide range of contemporary and classic stories, poetry and non-fiction at a level beyond that at which they can read independently</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</li> <li>• Re-read these books to build up their fluency and confidence in word reading</li> </ul>
<p><b>Y3</b></p>	<ul style="list-style-type: none"> <li>• Begin to apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet</li> <li>• Read further exception words beginning to note the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<ul style="list-style-type: none"> <li>• Identify most obvious themes and conventions in a wide range of books</li> <li>• Identify main ideas drawn from more than one paragraph and begin to draw them together</li> <li>• Predict what might happen</li> <li>• Draw straightforward inferences made based on own experience: characters' feelings, thoughts</li> </ul>	<ul style="list-style-type: none"> <li>• Retell some fairy stories, and myths and legends orally including main details in sequence.</li> <li>• 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.</li> <li>• Prepare poems and play scripts to read aloud and to perform with increased confidence in front of a wider audience.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Begin to try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print</li> </ul>	<p>and motives from their actions, and with help, can justify inferences with evidence</p> <ul style="list-style-type: none"> <li>• With support can identify how language, structure, and presentation contribute to meaning- E.g. use of pictures, size /style of print and some comment on use of adjectives/ adjectival phrases</li> <li>• Select effective words and phrases that capture the reader's interest and imagination and discuss why.</li> <li>• Can identify meaning drawn from one paragraph and summaries it simply</li> <li>• With assistance retrieve and record information from short / specified sections of non-fiction texts.</li> <li>• Use contents pages and indexes to locate information</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Begin to ask questions to improve their understanding of a text</li> <li>• Develop an awareness of preference in reading</li> <li>• Increase their familiarity with a wide range of books, including fairy stories in which there are good and evil characters</li> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Recognise that there are different types of poetry (shape poetry, nonsense, poetry that follows a pattern) and not all of them rhyme (narrative)</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> </ul>
<p><b>Y4</b></p>	<ul style="list-style-type: none"> <li>• Begin to apply their growing knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words they meet</li> </ul>	<ul style="list-style-type: none"> <li>• Identify themes and conventions in a wide range of books.</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining</li> </ul>	<ul style="list-style-type: none"> <li>• Retell some fairy stories, and myths and legends orally.</li> <li>• 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.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Read further exception words noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> <li>• Try out different pronunciations, attempting to match what they de-code to words they may have already heard but may not have seen in print</li> </ul>	<p>the meaning of words in context.</p> <ul style="list-style-type: none"> <li>• Identify main ideas drawn from more than one paragraph and begin to summarise these.</li> <li>• Predict what might happen</li> <li>• Draw inferences such as: characters' feelings, thoughts and motives from their actions, and with help, can justify inferences with evidence.</li> <li>• Identify how language, structure, and presentation contribute to meaning- E.g. use of pictures, size /style of print and some comment on use of adjectives/ adjectival phrases</li> <li>• Select effective words and phrases that capture the reader's interest and imagination and discuss why.</li> <li>• Can identify meaning drawn from one paragraph and summarise it simply</li> <li>• Use dictionaries to check the meaning of words they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare poems and play scripts to read aloud and to perform with increased confidence in front of a wider audience.</li> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>• Ask questions to improve their understanding of a text</li> <li>• Develop an awareness of preference in reading.</li> <li>• Increase their familiarity with a wide range of books, including fairy stories, myths and legends</li> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>• Recognise different types of poetry (shape poetry, nonsense, poetry that follows a pattern) and not all of them rhyme (narrative)</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> </ul>
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		<ul style="list-style-type: none"> <li>• Retrieve and record information from non-fiction texts.</li> <li>• Use contents pages and indexes to locate information.</li> <li>• Comment on the organisation of texts including use of bullet points and other organisational devices.</li> </ul>	
Y5	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</li> <li>• They rarely misread words because they look closely at all the letters within each word.</li> <li>• Work out how to pronounce unfamiliar written words with increasing automaticity.</li> <li>• Read aloud, with confidence and fluency</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss themes (e.g. loss/ heroism) and conventions (e.g. use of first person/ diary format) in a wide range of texts</li> <li>• Make comparisons within and across two or three books</li> <li>• Consider different accounts of the same event-from e.g. different characters point of view within the story.</li> <li>• Identify and discuss viewpoints within a text</li> <li>• Identify how language, structure and presentation contribute to meaning – e.g. how a text looks, the type of language an author uses (negative, lots of verbs to create a busy scene etc)</li> <li>• Recognise that authors use</li> </ul>	<ul style="list-style-type: none"> <li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others’ ideas</li> <li>• With assistance explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Provide reasoned justifications for their views by making general reference to the text</li> <li>• Summarise and present a familiar story in their own words</li> <li>• Begin to use technical language to describe language used (e.g. simile, metaphor)</li> <li>• Choose to read for pleasure</li> <li>• Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>

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		<p>language in different ways to create effect (simile, metaphor, alliteration) and make a simple comment on how this effects the reader</p> <ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with specific contextual evidence</li> <li>• Predict what might happen from details stated and implied</li> <li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li> <li>• Begins to ask questions to develop understanding of texts independently</li> <li>• Retrieve, record and present information from non- fiction from a range of sources including the internet.</li> <li>• Use contents pages and indexes to locate information.</li> </ul>	<ul style="list-style-type: none"> <li>• Read silently, and then discuss what they have read</li> <li>• Read books that are structured in different ways and read for a range of purposes</li> <li>• Read 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. Comment on and identify similarities and differences between text types (e.g., different cultures, narrative, traditional tales etc.).</li> <li>• Learn a range of poetry by heart, reading them with expression and understanding</li> <li>• Recommend books that they have read to their peers, giving reasons for their choices</li> </ul>
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		<ul style="list-style-type: none"> <li>• Distinguish between statements of fact and opinion</li> <li>• Identify the main purpose of the text</li> </ul>	
<b>Y6</b>	<ul style="list-style-type: none"> <li>• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet</li> <li>• Read most words effortlessly.</li> <li>• Work out how to pronounce unfamiliar written words with increasing automaticity</li> <li>• Read aloud, with confidence, pace, fluency and expression, using punctuation and representing the author's intent</li> </ul>	<ul style="list-style-type: none"> <li>• Identify and discuss themes and conventions in a wide range of texts</li> <li>• Make comparisons within and across two or three books with some explanation</li> <li>• Consider different accounts of the same event, using inference from across the text</li> <li>• Identify and discuss viewpoints across texts</li> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Evaluate how authors use language including figurative language, (simile, metaphor, alliteration) considering the impact on the reader</li> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence from across the text</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary</li> <li>• Provide reasoned justifications for their views</li> <li>• Ask questions to improve their understanding</li> <li>• Summarise and present a familiar story in their own words</li> <li>• Discuss and evaluates how authors use language, including figurative language, using appropriate terminology (e.g. imagery, style, effect, analogy) to describe language use and its overall impact and effect for the reader</li> <li>• Choose to read for pleasure</li> <li>• Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> </ul>



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		<ul style="list-style-type: none"><li>• Predict what might happen from details stated and implied</li><li>• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas, and incorporating quotes</li><li>• Identify the conventions of different types of texts, such as first person in diaries and autobiographies</li><li>• Retrieve, record, synthesise and present information from non-fiction from a range of sources including the internet</li><li>• Use contents pages and indexes to locate information</li><li>• Distinguish between statements of fact and opinion</li><li>• Begin to develop an understanding of how the context in which texts were written can influence content and meaning (e.g. war reports)</li></ul>	<ul style="list-style-type: none"><li>• Read silently, and then discuss what they have read</li><li>• Read books that are structured in different ways and read for a range of purposes</li><li>• Read 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. Comment on and identify similarities and differences between text types (e.g. different cultures, narrative, traditional tales etc.).</li><li>• Prepare poems and plays to read aloud and to perform (including by heart), showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li><li>• Recommend books that they have read to their peers, giving reasons for their choices</li></ul>
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