



Reading Progression



	Autumn	Spring	Summer
Reception			
Attitudes	<ul style="list-style-type: none"> - Enjoy listening to a range of texts that are age appropriate and beyond. 	<ul style="list-style-type: none"> - Chooses to engage in book related activities or play. E.g choosing a book to read for story time, asking an adult to read a particular book to them - Begins to use story language and/or common story patterns in play or activities. 	<ul style="list-style-type: none"> - Has favourite books and rhymes and can talk about them.
Fluency and Stamina	<ul style="list-style-type: none"> - Recites predictable phrases and repeating patterns from well-known rhymes and stories - Listen attentively and respond to what they hear when being read to. 	<ul style="list-style-type: none"> - Begin to read some common regular/irregular words by sight recognition without sounding out - Read simple phrases/sentences using their phonic knowledge. 	<ul style="list-style-type: none"> - Become more fluent and confident rereading a book. -
Decoding	<ul style="list-style-type: none"> - Read words consistent with their phonic knowledge by sound blending. - Read some common exception words in line with the school's phonic programme. 	<ul style="list-style-type: none"> - Say the sound for each letter in the alphabet and at least 10 digraphs. - Read aloud simple sentences and books containing GPCs taught. 	
Comprehension Skills	<ul style="list-style-type: none"> - Use and understand recently introduced vocabulary during discussion about stories, non-fiction, rhymes and poems and during role play. - Show interest in unfamiliar words by asking what they mean. - Begin to show awareness of story language, e.g once upon a time, happily ever after. 	<ul style="list-style-type: none"> - With support from an adult, uses picture clues to describe what has just happened. - Recall information from a page, which they have listened to, to answer simple questions. - Anticipate, where appropriate, key events in stories. - Begin to link what they are reading to their own experiences. 	<ul style="list-style-type: none"> - Can respond to questions about what characters have said and done, including how they might be feeling. - Begin to show awareness of similarities and differences between features of different stories, e.g characters, settings, events, story endings.



Reading Progression



Books	<ul style="list-style-type: none"> - The Colour Monster - I am Brilliant - What Makes me a me? - The Smartest Giant in Town - Jack and Jill - Hickory Dickory Dock - Lighting a Lamp - 3 Little Pigs 	<ul style="list-style-type: none"> - The Last Polar Bear - Little Penguin - The Rainbow Fish - Farmer Duck - Six Dinner Sid - Jasper's Beanstalk - A Seed in Need - Jack and the Beanstalk Bean Diary 	<ul style="list-style-type: none"> - Crunching Munching Caterpillar - The Greedy Bee - Billy's Beetle - The Very Ugly Bug - Wombat Goes Walkabout - Seaside Poems - Lighthouse Keepers Lunch
Year 1			
Attitudes	<ul style="list-style-type: none"> - Become familiar with and retell fairy stories and traditional tales - Read and listen to whole books, making choices for their personal reading - Discuss books they like and give reasons for choices. - Enjoy listening to a range of texts that are age appropriate and beyond 		
Fluency and Stamina	<ul style="list-style-type: none"> - Show some awareness of punctuation, e.g. full stops. - Re-read phonically decodable books to build fluency and confidence. 	<ul style="list-style-type: none"> - Begin to read with less emphasis on decoding each individual word. - Read simple phrases/sentences with expression. E.g. 'Oh no!' - Sustain attention in order to read longer decodable texts. 	<ul style="list-style-type: none"> - When reading phonically decodable texts, they check reading makes sense to them, correcting any inaccurate reading - Recite, by heart, sections of or whole poems with predictable phrases and repeating patterns. -
Decoding	<ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words, including phonically-decodable books, closely matched to phonic knowledge. - Read accurately by blending sounds in unfamiliar words containing GPCs taught. - Read words of more than one syllable which contain GPCs known 	<ul style="list-style-type: none"> - Respond with the correct sound to graphemes for all 40+ phonemes, including alternative sounds. - Read words with the endings -s, -es, -ing, -ed and -est. 	<ul style="list-style-type: none"> - Read a range of simple common exception words e.g. the, said, they, once, she, friend, school. - Read contractions e.g. I'm, can't, we'll. Know that apostrophes represent omitted letters.



Reading Progression



Comprehension Skills	<ul style="list-style-type: none"> - Make collections of interesting words and uses them when talking about books and stories. - Speculate about the possible meanings of unfamiliar words met in reading and checks whether the suggested meanings make sense in the context of the text - Recall information from a text, which they have listened to or read, to answer simple questions. - Link what they are reading to their own experiences. - Discuss the significance of the title, events and basic story elements e.g. beginning and ending in different stories. 	<ul style="list-style-type: none"> - Ask questions to understand what has happened in stories they have read or been read to them. - Ask questions to explore what a character might say and do. - Make predictions based on what has been read so far including using clues such as pictures, illustrations and titles. - Explain clearly their understanding of what is read to them. - Discuss and compare events or topics they have read about or listened to. - Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams. 	<ul style="list-style-type: none"> - Use simple dictionaries and begin to understand their alphabetical organisation - Skim reads to gain an overview of a page/text by focusing on significant parts, names, captions, titles - Make inferences on the basis of what is being said and done. - Be aware of the language of traditional stories and begin to make comparisons across familiar texts.
Books	<ul style="list-style-type: none"> - The Gingerbread Man - The Foolish, Timid Rabbit - Tickets! - Scrap Rat - Snug in the Tent - A Year in Japan - Stunning Stunts - Extinct Monsters 	<ul style="list-style-type: none"> - Where the Wild things are - Welcome to my Home - The Lost Shimmer - Show Time - Legend of Land and Sky - Might Mud Race - Recycle it - Kitten Trouble 	<ul style="list-style-type: none"> - The Magic Porridge Pot - The Secret Life of Mushrooms - Oodles of Noodles - Around the World in 72 Days - The Mouth-Watering Cheese Adventure - The Dragon King's Daughter - The Knight Who Could Knit - The Shy Monster - The Great Fire of London
Year 2			
Attitudes	<ul style="list-style-type: none"> - Enjoy listening to and discuss a range of texts including contemporary and classic poetry, stories and non-fiction that are age appropriate and beyond. - Select books for personal reading and give reasons for choices 	<ul style="list-style-type: none"> - Justify their choice of books and their preferences from the books they have read or have had read to them. 	<ul style="list-style-type: none"> - Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales.



Reading Progression



Fluency and Stamina	<ul style="list-style-type: none"> - Read with an awareness of punctuation taught e.g. question marks, exclamations. - Re-read books, sounding out without hesitation. - In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading. 	<ul style="list-style-type: none"> - Read most (80%) words accurately with sufficient fluency to allow them to focus on their understanding rather than decoding individual words - Start to develop expression and intonation. 	<ul style="list-style-type: none"> - Read approximately 90 words per minute. - Begin to build up a repertoire of familiar poems which can be recited, by heart, with growing intonation.
Decoding	<ul style="list-style-type: none"> - Apply phonic knowledge and skills consistently to decode quickly and accurately. - Decode alternative sounds for graphemes. 	<ul style="list-style-type: none"> - Read accurately words of two or more syllables that contain alternative sounds for graphemes. - Read words containing common suffixes such as: -ment, -less, -ness, -ful and -ly. 	<ul style="list-style-type: none"> - Read a wider range of common exception words which have been taught, including most (80%) words from the Year2 Spelling appendix
Comprehension Skills	<ul style="list-style-type: none"> - Develop understanding of words met in reading, making links with known vocabulary and discussing favourite words and phrases. - Ask what, where and when questions about a text to support and develop their understanding. - Use immediate clues, and what has been read already, to make predictions about what is going to happen or what they will find out. - Identify and discusses story elements such as setting, events, characters, and the way that problems develop and get resolved. 	<ul style="list-style-type: none"> - Begin to use strategies to find the meaning of an unfamiliar word, both in fiction and non-fiction, and checks whether a suggested meaning of an unfamiliar word makes sense in the context of the text. (E.g. where this is explained in preceding or subsequent sentences or in a glossary). - Scan pages to find specific information using keywords or phrases and headings. - Make inferences on the basis of what is being said and done. - Retell main points of story in sequence and discuss how items of information are related. 	<ul style="list-style-type: none"> - Use dictionaries to locate words by the initial letter. Use terms such as definition. Discuss the definitions given in dictionaries and agree which is the most useful in the context. - Compare themes, characters and events in stories and poems. - Draw on what they already know or on background information and vocabulary provided by the teacher to further develop understanding of the text. - Investigate traditional story language, e.g. story openers and endings, scene openers, language which signals a time shift or magical event.
Books	<ul style="list-style-type: none"> - Green Lizards - The Last Tree - Tidy - Dear Greenpeace - Rainbows - The Queen's Hat - Charlie and Lola Go to London - Great Women Who ... - Go Mo Go - Sulwe 	<ul style="list-style-type: none"> - How to be a Lion - Squirrel's New Years Resolution - Big City Atlas - An Interview With a Shark - The Bolds - Bunny Vs Monkey - Billy and the Beast - Big Sky Mountain - The Day the Crayons Quit - Rigatoni the Pasta Cat 	<ul style="list-style-type: none"> - Simon Sock - Supertato - Barry the Fish with Fingers - A Bear Called Paddington - We are Extremely Good Recyclers - The Suitcase - Boundless Sky - The Last Garden - Orion and the Dark - Winne and Wilber

Year 3 and 4



Reading Progression



Attitudes	<ul style="list-style-type: none"> - Enjoy listening to and discuss a wide range of texts including fiction, poetry, plays and non-fiction which are age appropriate and beyond. 	<ul style="list-style-type: none"> - Discuss with others their feelings and opinions about different authors, books, genres and poetry. - Sustain their reading for enjoyment and to give a reason when identifying their personal preferences. 	<ul style="list-style-type: none"> - In age-appropriate texts, begin to read for a range of purposes. - Increase familiarity with a range of books, including fairy stories, myths and legends.
Fluency and Stamina	<ul style="list-style-type: none"> - Read, with fluency and automaticity, a range of age-appropriate text types. - Read at a speed sufficient enough for them to focus on understanding. - Read using expression, intonation and are developing their use of volume. 	<ul style="list-style-type: none"> - Read with an awareness of a wider range of punctuation. - Read multi-clause sentences with increasing control, re-reading where necessary. 	<ul style="list-style-type: none"> - Prepare and recite age appropriate poetry and plays, which has been learnt by heart, with a growing use of intonation and expression.
Decoding	<ul style="list-style-type: none"> - Know the full range of GPCs, and use phonic skills consistently and automatically to address unfamiliar or challenging words. 	<ul style="list-style-type: none"> - Determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. disagree, misbehave, incorrect. 	<ul style="list-style-type: none"> - Read all of the Year 3/4 common exception words by sight noting unusual correspondence between spelling and sound.
Comprehension Skills	<ul style="list-style-type: none"> - Identify unfamiliar vocabulary in a text and adopts appropriate strategies to locate or infer the meaning. (E.g.re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference, by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) - Scan for key words, phrases and headings to decide which sections of text to read more carefully to fulfil a particular purpose e.g. to summarise a text. 	<ul style="list-style-type: none"> - Consider a writer's use of specific and precise vocabulary, including the meaning of technical or subject specific words (for example nouns, adjectives, verbs and adverbs) and discuss the meanings conveyed. - Think about what they've read and re-reads sections of the text to find evidence to support their interpretations of characters and events - Modify predictions on a regular basis throughout their reading based on what is stated and implied. 	<ul style="list-style-type: none"> - Link what they read reading to prior knowledge and experience and to their knowledge of similar texts. - Collect information to compare and contrast themes and conventions of texts. - Compare and contrast similar styles of writing by the different authors.
Books	<ul style="list-style-type: none"> - Mae Among the Stars - Chocolate Cake - George's Marvelous Medicine - Coming to England - The Dark - The Fire Bay Adventure - Six Dots: A Story of Young Louis Braille - Time Travelling with a Hamster - Forged in Steel - The Story of Mathew Buzzington 	<ul style="list-style-type: none"> - Freedom Soup - Spellbound - Stories From Ireland - Count - Star Cat - Freddy and the New Kid - The Accidental Prime Minister - Race to the Frozen North - Isadora Moon - Greta and the Giants 	<ul style="list-style-type: none"> - Magicat - The Nothing to See Here Hotel - You Ain't Seen Nothing Yeti - How to Train your Dragon - Stone Age Science - The Animals of Farthing Wood - Barb the Brave - The Promise - Song of the Dolphin Boy - The Boy at the Back of the Class.



Reading Progression



Year 5 and 6

Attitudes	<ul style="list-style-type: none"> - In age-appropriate texts, read for a range of purposes. - Enjoy listening to a range of texts that are age appropriate and beyond. 	<ul style="list-style-type: none"> - Share enthusiasm and new finds. - Discuss their personal reading with others and their personal response to their reading, challenging the views of others and supporting their ideas with evidence. 	<ul style="list-style-type: none"> - Increase familiarity with a wide range of books including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.
Fluency and Stamina	<ul style="list-style-type: none"> - Fluently and effortlessly read a full range of age-appropriate texts. - Read with good phrasing; adhering to punctuation, stress and intonation. - In age-appropriate texts, they check reading makes sense to them, correcting any inaccurate reading. 	<ul style="list-style-type: none"> - Read at conversational pace throughout the reading. - Read confidently with varied volume and expression across a range of text types - Read complex sentences with control. 	<ul style="list-style-type: none"> - Recite age appropriate poems and plays confidently with varied volume and expression so that the meaning is clear to an audience
Decoding	<ul style="list-style-type: none"> - Determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. ambitious, infectious, observation, innocence. 	<ul style="list-style-type: none"> - Read all of the Year 5/6 common exception words by sight noting unusual correspondence between spelling and sound. 	<ul style="list-style-type: none"> -
Comprehension Skills	<ul style="list-style-type: none"> - Identify when they do not understand the vocabulary used in a text and uses taught strategies to check the plausibility and accuracy of their explanation or inference of the word to clarify the meaning. (E.g. re-reading, reading on, using the context, knowledge of syntax or word roots). - Ask questions to clarify and explore their understanding of what is implied in the text - Sequence information and/or events from a text and discuss how items of information are related. 	<ul style="list-style-type: none"> - Evaluate the value of a text for an identified purpose drawing on information acquired by skimming and scanning. - Find evidence and uses this to explain how it shows a character's thoughts and motives and the atmosphere of the text. - Refer to dialogue and description to make judgements about a character's motivations and attitudes - Discuss how and why they need to modify their predications as they read on based on what is stated and implied. 	<ul style="list-style-type: none"> - Collect unfamiliar vocabulary from texts they have read, including technical vocabulary met in other subjects, defining meanings and using the vocabulary when recording ideas about the text. - Identify similarities and differences of different versions of a story - Compare and contrast themes and conventions within the work of a single author and/or across a wide range of texts - Identify the hints and suggestions that authors make through their choice of words and phrases, including figurative language and consider the impact it has on the reader.



Reading Progression



Books

- Atlas of Adventures
- Wonders of the World
- The BFG
- Tyger
- Away with Words
- The Silent Striker
- One Vote
- The Hill we Climb
- Work it Girl
- Abolition of the Slave Trade

- Ring Out, Wild Bells Poem
- Mortal Engines
- The Railway Children
- The Crakledawn Dragon
- The Invisible
- When we Got Lost in Dreamland
- Roar Like a Lion
- The Girl With Space in Her Helmet/
- Perfectly Norman
- A Monster Calls

- The Dragon Detective Agency
- Queen Victoria: The Ultimate Victorian
- Cogheart
- A Wolf Called Wander
- Run Wild
- There May be a Castle
- The Frozen Sea
- Being You
- Where the River Takes us
- Hidden Figures.