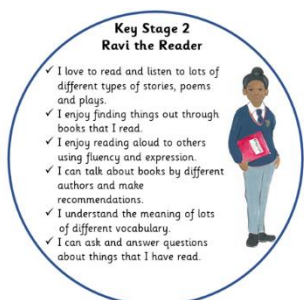
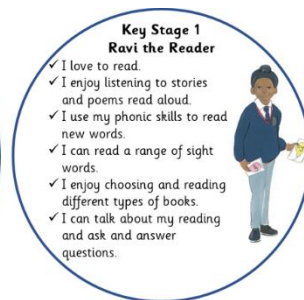
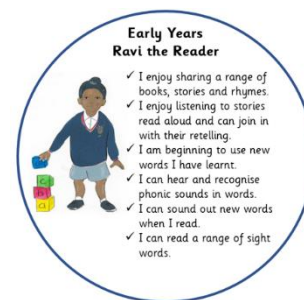




Curriculum Progression Ladder

Reading



Reading Opportunities

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - Listen with pleasure and interest to stories read aloud Reception - Enjoy looking at and reading a range of books - Independently choose books they would like to read/hear read to them - Listen and enjoy stories read aloud	- Read a range of stories for pleasure - Enjoy looking at and reading a range of books - Independently choose books they would like to read/hear read to them - Listen and enjoy stories read aloud	- Read a range of stories for pleasure. - Enjoy looking at and reading a range of books - Make choices from a classroom selection of books those they would like to read/hear read to them - Enjoy and listen with concentration to stories read aloud	Read a range of stories for pleasure Read a range of books and texts both in print and online Begin to choose books and stories to read based on personal choice and interests Enjoy and listen with sustained concentration to stories read aloud Engage with Reading Plus Platform to begin to develop and enhance reading skills	- Read a range of stories for pleasure - Read a range of books and texts both in print and online - Choose books and stories to read based on personal choice and interests - Enjoy and listen with sustained concentration to stories read aloud - Engage with Reading Plus Platform to develop and enhance reading skills	- Read a range of stories for pleasure - Read a range of books and texts both in print and online - Begin to show developing preference when choosing books to read independently and for pleasure - author, book series or genre - Enjoy and listen with sustained concentration to stories read aloud - Engage with Reading Plus Platform to develop and enhance reading skills	- Read a range of stories for pleasure - Read a range of books and texts both in print and online - Show developing preference when choosing books to read independently and for pleasure - author, book series or genre - Enjoy and listen with sustained concentration to stories read aloud - Engage with Reading Plus Platform to develop and enhance reading skills

Word Reading - Phonics and Decoding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - enjoy rhyming and rhythmic activities. - show an awareness of rhyme and alliteration. - recognise rhythm in spoken words. - count or clap syllables in words, recognise words with the same initial sound Reception: - Read aloud simple sentences and phrases that are consistent with their phonic knowledge and include some action words. (ELG)	- Is able to read and respond speedily with the correct sound for all phase 5a graphemes - Read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes - Read aloud many words containing the taught GPCs quickly and without overt sounding and blending - apply phonic knowledge and skills as the route to decode new words	- apply phonic decoding until automatic and reading is fluent - read common suffixes (-ed, -ing, -er, -est, -y, -er, -ment, -ful, -ness, -less, -ly - re-read books to build up fluency and confidence in word reading - note punctuation to read with appropriate expression - read accurately by blending, including alternative sounds for graphemes	- use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words). - 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 they meet	- read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. - apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*	- read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - 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 most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. - 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

- Can read words consistent with Phase 2 and 3 phonic knowledge by sound blending (ELG). - Read aloud simple books that are consistent with their phonic knowledge.(ELG). - Recognises at least 10 diagraphs (ELG).	read aloud phonically-decodable texts as part of a group	- read Year 2 common exception words, noting unusual correspondences - read aloud books matched to phonic knowledge by sounding out unfamiliar words - automatically read polysyllabic words containing above graphemes - read most words quickly & accurately without overt sounding and blending				
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Word Reading - Common Exception Words / High Frequency Vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Reception: - Read all Action Words in Set 1 - Recognise and read a few common exception words within reading books. (ELG)	- Read actions Words Set 2 and 3 - To read Y1 common exception words - Begins to read words containing common suffixes (-s, -es, -ing, -ed, -er and -est) - Begins to read words with simple contractions such as can't, didn't	- Reads Year 2 common exception words - Read most words containing common suffixes such as -s, -es, -ing, -ed, -er and -est endings - Read words with a range of contractions e.g. I'm, I'll, we'll, can't, didn't - Understands that the apostrophe represents omitted letter(s)	- To begin to read Y3/Y4 exception words. - Identify unusual correspondences between spelling and sound and where these occur in the word. - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	- To read all Y3/Y4 exception words - discussing the unusual correspondences between spelling and these occur in the word.	- To read most Y5/ Y6 exception words, - Discuss the unusual correspondences between spelling and sound and where these occur in the word.	- To read most Y5/ Y6 exception words, - Discuss the unusual correspondences between spelling and sound and where these occur in the word.

Word Reading – Fluency and Expression

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - recognise familiar words and signs such as own name and advertising logos. - look and handle books independently (holds books the correct way up and turns pages). Reception: - Read simply phonetically decodable texts with some fluency	- read with some fluency and expression, pausing at full stops - read aloud books (closely matched to their improving phonic knowledge) - begin to read and look at books quietly - begins to check that a text / sentence makes sense to them as they read aloud	- read aloud books (closely matched to their improving phonic knowledge) - re-read books to build up fluency and confidence in word reading. - read words accurately and fluently without overt sounding and blending	- read words accurately and fluently without overt sounding and blending, in age appropriate texts - check that the text makes sense to them as they read - self-correct any inaccurate reading	- check that the text makes sense to them as they read aloud - self-correct any inaccurate reading	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.	

- Finger points to words in books and tracks with their finger from left to right as they are reading - Begin to read longer sentences with increased fluency	- Begins to read aloud books that are consistent with developing phonic knowledge and that do not require other strategies such as guessing words from pictures or the context of the sentence to work out words - Begins to check that the text makes sense to them as they read aloud. - begin to self-correct as they read out loud - Re-read phonetically decodable texts to build up fluency and confidence	- begin to check that the text makes sense to them as they read - begin to self-correct any inaccurate reading			
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Familiarity with Texts - Narrative

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
- Demonstrates understanding of what has been read to them by retelling stories and narratives (this can be done in their own words) (ELG) - Talk about and respond to stories and rhymes; - Recall, sequence and anticipate key events some as exact repetition and some in their own words. - Begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). - Show an awareness of the elements of stories – characters, setting, main event	- Listen to a range of narrative stories, fairy stories and traditional tales - Recall and retell a familiar story orally using visual prompts - recognise and join in with the reading of predictable phrases in stories read aloud - begin to talk about the characteristics of different types of story	- Read fairy stories and traditional tales and recognise simple recurring language in them - listen to a range of fairy stories, traditional tales - retell a wider range of stories, fairy stories and traditional tales orally - Can talk about events in what is read or heard read and link them to his/her own experiences - Answer questions about stories they have read - talk about the characteristics of different types of story	- increase their familiarity with a wide range of books, including fairy stories, myths and legends - Retell stories of these orally - identify themes and conventions in a wide range of books - recognise, listen to and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	- increase their familiarity with a wide range of books, including fairy stories, myths and legends - Retell some stories orally - identify themes and conventions in a wide range of books	- increase their familiarity with a wide range of books, including myths, legends; traditional stories, modern fiction, science 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 - Read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.	- increase their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, science 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 - To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.

Familiarity with Texts - Non-Narrative

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - Talk about and respond with questions to non-fiction books; Reception - Look at and engage with a range of non-fiction books. - Listen to and talk about selected non-fiction books - Begin to understand the differences between fiction and non-fiction books.	- Look at and engage with a range of non-fiction books. - share and discuss a wide range of non-fiction at a level beyond that at which they can read independently - Know and explain some differences between fiction and non-fiction books. - Use simple non-fiction texts to gather information	- Look at and engage with a range of non-fiction books. - Share and discuss a wide range of non-fiction at a level beyond that at which they can read independently - Use non fiction texts to gather new information - Is aware of the simple organisational features of non fiction texts (content page, headings, subheadings etc) - Answer questions about non narrative texts they have read	- Read and gain information from a range of non-fiction and reference books - Begin to recognise and use the organisational devices (contents pages, index and glossary) within a non- fiction text. - Use a simple dictionary to check the meaning of words	- Read and retrieve information from a range of non-fiction and reference books - Record simple information from non-fiction texts and reference books - Use and recognise the organisational devices (contents pages, index and glossary) within a non- fiction text to retrieve information. - Use dictionaries to check the meaning of words that they have read.	- Read and discuss the content from a range of non-fiction and reference books - Begin to use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) - Use dictionaries and online support to check the meaning of words that they have read. - Begin to use non-fiction texts to further their own personal interests; to find out information. - Begin to distinguish between statements of fact and opinion in non-fiction texts	- Read and have familiarity with the structure and organisation of non-fiction and reference books - Use non-fiction texts for purposeful information retrieval (e.g. in reading history, geography and science textbooks) - Use dictionaries and online support to check the meaning of words that they have read. - Use non-fiction texts for their own personal interests; to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme). - Distinguish between statements of fact and opinion in non-fiction texts and recognise bias.

Familiarity with Texts: Poetry and Playscripts

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - listen and join in with singing nursery rhymes and songs Reception - Listen to poems, nursery rhymes and nonsense rhymes read aloud - Join in with and recite nonsense poems and rhymes	- listen to and sing nursery rhymes, nonsense rhymes and songs - Read, listen to and talk about a range of simple poems - Recite some poems/rhymes by heart	- Read, listen to and talk about a range of simple poems - Learn short poems/rhymes by heart to read aloud/perform	- Listen to and enjoy a wide range poetry at a level beyond that at which they can read independently. - Prepare short poems to read aloud and perform, showing some understanding and use of intonation, tone, volume and action - Recognise some different forms of poetry - Listen to and read along with a selection of short playscripts	- Listen to and discuss a range of poetry styles - Prepare poems to read aloud and to perform, showing an increasing understanding through intonation, tone, volume and action - Recognise a range of poetic forms [for example, free verse, narrative poetry] - Listen to and confidently read along with a short playscript - Identify the main features of a simple playscript	- Read and have familiarity with a range of poetry styles - Learn a selected piece of poetry by heart and perform for others - Recognise a range of poetic forms [for example, free verse, narrative poetry] - Read aloud short playscripts, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - Read and discuss the organisation of a simple playscript	- Read and have familiarity with a range of poetry styles - Learn a wider range of poetry by heart and perform for others - Recognise a range of poetic forms [for example, free verse, narrative poetry] - Prepare playscripts to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience - Read and have familiarity with the structure and organisation of playscripts

Vocabulary and Understanding

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - Engage in extended conversations about stories, learning new vocabulary. Reception - Use and understand recently introduced vocabulary during discussions about stories. (ELG). - Use new vocabulary in different contexts	Talk about the meanings of new and unfamiliar words	- Talk about and clarify the meaning of new and unfamiliar words - Use simple cues from the text to explain the meaning of new words - Link new meanings to known vocabulary	- Begin to talk about some words and phrases that capture the reader's interest and imagination - Begin to explain and explore the meaning of new words in context - Begin to use simple cues from the text to explain the meaning of new words - Begins to identify new words and develop understanding of Tier 2 vocabulary within reading - Begin to explain why particular words and phrases have been chosen by the author	- Discuss words and phrases that capture the reader's interest and imagination - Explain and explore the meaning of new words in context - Uses simple cues from the text to explain the meaning of new words - Within reading begins to identify new words and tier 2/3 vocabulary - Explain why particular words and phrases have been chosen by the author	- Confidently identifies words and phrases that capture the reader's interest and imagination - Explore the meaning of new words in context - Uses clues from the text to explain the meaning of unknown words (contextual cues) - Within reading identifies new words and tier 3 vocabulary about which they are unsure - Identify figurative language and begin to understand how it can be used to create mood and build tension for reader - Uses a dictionary to clarify the meaning of unfamiliar words	- Confidently identifies words and phrases that capture the reader's interest and imagination - Explore the meaning of new words in context and apply existing knowledge of word meanings and origins - Uses clues from the text to explain the meaning of unknown words (contextual cues) - Within reading identifies new words and tier 3 vocabulary about which they are unsure - Discuss how the authors use language, including figurative language, impacts on reader - Uses a dictionary to clarify the meaning of unfamiliar words

Comprehension - Inference

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - Understand and respond to 'why' questions Reception - Understand and respond to 'why' questions - Begin to interpret stories and rhymes by making suggestions for the actions of characters and suggest reasons why events might happen	- Begin to make simple inferences about why things happen on the basis of what is being said and done. - With support can give reasons for characters actions or events that happen in a story	- Is beginning to draw inferences such as inferring characters' feelings, thoughts and motives from their actions - Is beginning to (with support) justify their inferences with evidence.	- Begin to read between the lines to infer meaning - Respond appropriately to simple inference questions based on characters' feelings, thoughts and motives	- Read between the lines to infer meaning - With prompting, respond appropriately to simple inference questions related to characters' feelings, thoughts and actions - Begin to justify inferences with simple evidence from the text	- Makes inferences based on prior knowledge of the text type and story theme - Begin to independently draw inferences from characters' feelings, thoughts and motives from their actions and words - Begin to support their inferences with evidence from the text.	- Make inferences based on indirect clues within the text or story - Independently draw inferences such as inferring characters' feelings, thoughts and motives from their actions and words - Support their inferences with more detailed/ layered evidence from the text (PEE)

Comprehension – PREDICTION – Predict what might happen next from details stated and implied

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - Predict next events in a familiar story or sequence Reception - Anticipate – where appropriate – key events in stories (ELG) - Begin to predict what might happen next in a story based on illustrations, story content or title	- Begins to make simple predictions about what is going to happen next in a story - Begins to make simple predictions of what might happen on the basis of what has been read so far. - Can use the title, front cover and blurb to make a simple prediction about the content of a book/story	- Make simple predictions about what may happen next in a story - Predicts what might happen on the basis of what has been read so far. - Can use cues from the title and blurb to predict what may happen in a story	- Begin to make simple predictions about what may happen next - Begin to justify predictions using evidence from the text.	- Begin to make predictions based on details stated in the text - Begin to justify predictions from details in the text. - Begins to make predictions that are generally plausible	- Begin to make predictions based on details stated and implied in the text - Begin to justify predictions by sometimes linking back to what was read in previous sections or chapters - Makes predictions that are plausible based on some evidence	- Independently predicts what might happen next from details stated and implied - Predictions can be justified by linking back to prior reading and knowledge - Predictions are plausible and based on robust evidence

Comprehension – EXPLANATION – Explain how information or narrative content is related and contributes to the meaning as a whole. Explain how meaning is enhanced through the choice of words and phrases. Explain the themes and patterns that develop across a text, explain and make comparisons within the text and between texts.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - talk about a story they have heard Reception - Talk about a story they have heard - story settings, events and characters - Compare familiar characters from stories, - Begin to link events in stories to their own experiences.	- Simply explain their understanding of what is read to them - Link what they have read or have had read to them to their own experiences.	- Explain what has happened so far in a story they have read - Begin to explain how items of information are related in a story - begin to draw on what they already know to explain their understanding of stories and text	- Begin to explain their understanding of what is happening in a text and why - Begin to use appropriate terminology when discussing their reading of books and texts (plot, character, setting). - Begin to draw on what they already know to explain their understanding of stories and texts	- Explain their understanding of what is happening in a text and begin to give reasons why things happen - Use appropriate terminology when discussing their reading of books and texts (plot, character, setting). - Draws on what they already know or on background information to explain their understanding of stories and texts	- Begin to identify and talk about themes and conventions in and across a range of text e.g. use of first person when writing diaries or autobiographies - Begin to compare characters and settings within a text and across more than one text using appropriate terminology - Begin to explain the theme within a text or across more than one text.	- Identify and talk about the themes and conventions in and across a wide range of writing e.g. use of first person when writing diaries or autobiographies - Make comparisons within and across books and texts e.g. plot, genre and theme using appropriate terminology - Explain the theme or pattern within a text or across more than one text.

Comprehension – RETRIEVAL – Retrieve, recall and record key information / details from fiction and non-fiction

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - Respond to stories with actions and anticipate familiar events and phrases Reception - Recall information from a story they have heard - story setting, events and	- Orally answer simple retrieval questions about a text they have read - Retrieve simple information from non-narrative texts	- Begin to retrieve simple information from a narrative text - Retrieve and record information from simple non-narrative texts	- Begin to show an understanding of what is happening in a simple narrative text by responding to simple retrieval questions - Begin to show an understanding of what is happening in a simple non-narrative text by	- Show an understanding of what is happening in a narrative text by responding to simple retrieval questions - Show an understanding of what is happening in a non-narrative text by responding to simple retrieval questions	- Show an understanding of what is happening in a narrative text by responding to a range of retrieval questions orally and written - Show an understanding of what is happening in a non-narrative text by responding to a range of	- Independently show an understanding of what is happening in a narrative text by responding to a range of retrieval questions orally and written - Independently show an understanding of what is happening in a non-

characters in response to questions			responding to simple retrieval questions		retrieval questions orally and written	narrative text by responding to a range of retrieval questions orally and written
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Comprehension – Sequence and Summarise – sequence the order of events in a summarise main ideas

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - Recall and sequence key events in familiar stories and rhymes Reception - Sequence key events in stories; some as exact repetition and some in their own words. - Begin to be aware of the way stories are structured - With prompts, begin to retell a familiar story in their own words in the right order	- Recall some events from a story they have read - Sequence key events in a familiar story (2-3 points) - Orally sequence the main events in a familiar or repetitive story using picture prompts - begin to use positional vocabulary to recall events in order – in the beginning / at the end	- Orally discuss the sequence of events in simple stories (2-3 points) - Order a sequence of events from a simple story (2-3 points) - Begins to skim read texts and give a brief explanation/outline of its content/what has happened so far in what they have read - Use positional vocabulary to recall events in order – in the beginning / at the end	- Orally discuss the sequence of events in simple narrative stories they have heard or read using sequential vocabulary - Begin to order a sequence of events in a familiar story or text they have read chronologically (3-5 points) - Begin to identify ideas drawn from a simple paragraph - Orally begin to simply summarise a narrative text - Orally begin to summarise the key information in a non fiction text	- Orally discuss the sequence of events in a narrative story they have read using sequential vocabulary - Sequence and order the main events in story or text they have read chronologically (5 points) - Identify main ideas and events in a text drawn from more than one paragraphs - Orally summarise a narrative text in 2-3 sentences - Orally summarise the key information in a non fiction text	- Orally discuss and sequence the main events in a narrative text - Begin to identify key details within a text and order events chronologically - Identify and summarise the main ideas drawn from more than two paragraph - Begin to summarise the main theme, moral or message in a narrative story - Begin to list the key information in a non fiction text	- Orally discuss and sequence the main events in a narrative text - Independently identify key details within a longer text and order events chronologically - Draw out the key information and summarise the main ideas from a whole text. - Independently summarise the main theme, moral or message in a narrative story - Confidently identify and list the key information in a non fiction text

Comprehension – Responding to Reading – discuss their own opinions and thoughts about reading

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Nursery - Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. Reception - Talk about likes and dislikes in stories	- Talks about books and stories that they like - Take turns when talking about what they have heard/read - Listens to the contributions of others during discussions about reading.	- Can talk about books they have enjoyed reading - Take turns during discussions about what they have heard/read - Listen and respond to the contributions of others during discussions about reading - begins to make links between the book they are reading and other books they have read	- Talk about what they like and dislike about books that they are reading - Begin to participate in discussion about books they have heard or read, taking turns and listening to what others say	- Begin to recommend books that they have read to their peers - Participate in discussion about books they have heard or read, taking turns, voicing opinions and listening to what others say	- Recommend books and authors that they have read to their peers, giving simple reasons for their choices - Participate in discussions about books they have heard or read, building on their own viewpoints and the ideas of others - Begin to challenge the views of others courteously	- Recommend books and authors that they have read to their peers, giving simple reasons for their choices and preferences - Participate in discussions about books they have heard or read, discussing themes building on their own opinions and listening to the ideas of others - Challenge and question the views and opinions of peers courteously - Provide reasoned justifications for their opinions and views