

Progression Framework – Reading

Year Group	Word Reading & Decoding	Comprehension																														
Nursery	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="6" style="background-color: #e0e0e0;">Expected Phonic Progression</th> </tr> <tr> <th style="width: 12.5%;">Aut 1</th> <th style="width: 12.5%;">Aut 2</th> <th style="width: 12.5%;">Spr 1</th> <th style="width: 12.5%;">Spr 2</th> <th style="width: 12.5%;">Sum 1</th> <th style="width: 12.5%;">Sum 2</th> </tr> </thead> <tbody> <tr> <td>Basics 1</td> <td>Basics 2</td> <td>Basics 2</td> <td>Basics 3</td> <td>Basics 3</td> <td>Basics 3</td> </tr> <tr> <td>Review (2 weeks)</td> <td>(group 3-6)</td> <td>Review Basics 3</td> <td>(group 3-5)</td> <td>(group 5-7)</td> <td>Review</td> </tr> <tr> <td>Basics 2 (group 1-3)</td> <td></td> <td>(group 1-2)</td> <td></td> <td></td> <td></td> </tr> </tbody> </table> <p><i>*See Phonic / spelling Long term overviews for further breakdown</i></p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing. <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in a word • recognise words with the same initial sound, such as money and mother 	Expected Phonic Progression						Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Basics 1	Basics 2	Basics 2	Basics 3	Basics 3	Basics 3	Review (2 weeks)	(group 3-6)	Review Basics 3	(group 3-5)	(group 5-7)	Review	Basics 2 (group 1-3)		(group 1-2)				<p>Enjoy listening to longer stories and can remember much of what happens. Engage in extended conversations about stories, learning new vocabulary.</p>
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	<p>correspondences. Read words consistent with their phonic knowledge by sound-blending; Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Engage in non-fiction books. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>																			
Year Group	Oracy & Reading	Word Reading & Decoding	Comprehension																		
Year One	<p>Participates in discussions about what is read to them, taking turns and listening to what others say Reads aloud, and accurately, books that are consistent with their developing phonic knowledge Rereads texts to build up fluency and confidence in word reading Uses an increasing range of punctuation (. CL ! ?) to add expression and understanding to the text Retells familiar stories, fairy stories and traditional tales through a chosen format Learns and recites some poems by heart</p>	<table border="1"> <thead> <tr> <th colspan="6">Expected Phonic Progression</th> </tr> <tr> <th>Aut 1</th> <th>Aut 2</th> <th>Spr 1</th> <th>Spr 2</th> <th>Sum 1</th> <th>Sum 2</th> </tr> </thead> <tbody> <tr> <td>Basics 4</td> <td>Higher Level 5 Choose to Use (group 1-3)</td> <td>Higher Level 5 Choose to Use (group 3-5)</td> <td>Higher Level 5 Choose to Use (group 5-6) & Review</td> <td>Higher Level Switch it Spell Sounds (group 1-3)</td> <td>Higher Level Switch it Spell Sounds (group 3-5)</td> </tr> </tbody> </table> <p><i>*See Phonic / spelling Long term overviews for further breakdown – phonics is the main focus.</i></p> <p>Recognises and reads words containing taught GPCs and the prefix un- Reads words with simple contractions (I'm, I'll, we'll)</p>	Expected Phonic Progression						Aut 1	Aut 2	Spr 1	Spr 2	Sum 1	Sum 2	Basics 4	Higher Level 5 Choose to Use (group 1-3)	Higher Level 5 Choose to Use (group 3-5)	Higher Level 5 Choose to Use (group 5-6) & Review	Higher Level Switch it Spell Sounds (group 1-3)	Higher Level Switch it Spell Sounds (group 3-5)	<p>Language in Context: V Checks that the text makes sense as they read and corrects inaccurate reading Discusses word meanings, linking new meanings to those they already know</p> <p>Comprehension – Retrieval: R Joins in with predictable phrases or refrains Recalls main points from fiction and non-fiction Links what they read or hear to their own experiences</p> <p>Comprehension – Sequencing & Summarising: S Identifies components of a story - beginning, middle and end Explains what is read in their own words</p> <p>Comprehension – Inference: I / P Answers simple how and why questions from pictures or text Discusses the actions of characters and expresses views on the basis of what is being said and done Discusses the significance of the title and key events P Begins to make predictions based on what has been read so far</p> <p>Comprehension: Themes & Conventions: E Is becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics Is becoming familiar with how to find information from simple non-fiction texts Learns to appreciate rhymes and poems</p>
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Year Two	<p>Participates in purposeful discussions about what is read to them, taking turns and listening to what others say Asks questions about a text</p>	<p>Reads sentences and short sections of text with increasing fluency (90 wpm for EXS) Reads a range of suffixes added to familiar root words</p>	<p>Language in Context: V Checks that the text makes sense as they read and corrects inaccurate reading Discusses word meanings, linking new meanings to those they already know Uses the context of the text to support understanding of decodable but</p>																		

	<p>Reads aloud, and accurately, books closely matched to their improving phonic knowledge</p> <p>Rereads age-appropriate texts to build up fluency and confidence in word reading</p> <p>Uses a range of punctuation (.CL!?"",) to add expression and understanding to the text</p> <p>Retells a range of stories, fairy stories and traditional tales through a chosen format</p> <p>Builds up a repertoire of poems learnt by heart, reciting some, with appropriate intonation</p> <p>Discusses favourite words and phrases</p>		<p>unfamiliar words</p> <p>Collects words from their reading to use in their own writing</p> <p>Recognises recurring literary language in poems and stories</p> <p>Comprehension – Retrieval: R</p> <p>Recalls main points with reference to the text</p> <p>Reads closely to obtain specific information</p> <p>Identifies, selects and highlights key words to answer questions on a section of text</p> <p>Is beginning to scan for a specific purpose</p> <p>Comprehension – Sequencing & Summarising: S</p> <p>Discusses how events and information from across a short text are related</p> <p>Summarises the main points from a short section of text</p> <p>Comprehension – Inference: I / P</p> <p>Answers how and why questions from a short text</p> <p>Discusses the actions of characters and justifies views on the basis of what is being said and done</p> <p>Is beginning to identify the author’s main purpose for writing</p> <p>P Makes predictions on the basis of what has been read so far</p> <p>Comprehension: Themes & Conventions: E</p> <p>Makes links between texts that they’ve read</p> <p>Recognises and talks about the main differences between fiction and non-fiction texts</p> <p>Uses non-fiction texts that are structured in different ways to find information</p> <p>Is becoming familiar with the forms of different rhymes and poems</p>
<p>Year Three</p>	<p>Participates in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say</p> <p>Asks questions to improve their understanding of the text</p> <p>Reads fluently, using expression, flow and pace</p> <p>Retells a wider range of stories, fairy stories and traditional tales through a chosen format</p> <p>Prepares poems and playscripts to read aloud and to perform</p> <p>Discusses words and phrases that</p>	<p>Speedily reads sections of text</p> <p>Reads a range of prefixes and uses these to construct the meaning of words in context</p> <p>Reads a range of suffixes and uses these to construct the meaning of words in context</p>	<p>Language in Context: V</p> <p>Checks that the text makes sense as they read and corrects inaccurate reading</p> <p>Discusses word meanings, linking new meanings to those they already know</p> <p>Gives meaning to new language using the context in which it appears</p> <p>3d. Uses a dictionary to check the meaning of words</p> <p>Collects words from their reading to use in their own writing</p> <p>Comprehension – Retrieval: R</p> <p>Shows understanding of main points with reference to the text</p> <p>Is beginning to skim to get a general overview of a text</p> <p>Scans longer passages for a specific purpose</p> <p>Identifies, selects and highlights key words in the question and the text to answer who, where and when questions</p> <p>Identifies, selects and highlights key words in the question and the text to answer what, how and why questions</p>

	capture the reader's interest		<p>Is beginning to read silently and discusses what they have read</p> <p>Comprehension – Sequencing & Summarising: S Sequences the events or information in a text and discusses how they are related Summarises the main points from a short section of text Identifies the main ideas drawn from more than one paragraph</p> <p>Comprehension – Inference: I / P Discusses the actions of the main characters and justifies views using evidence from the text Makes inferences about characters' feelings, thoughts and motives based on their actions in a story Identifies and discusses characters, predicting how they might behave and giving reasons linked to the text Explains the purpose of the text and what the writer might be thinking P Makes plausible predictions based on knowledge of the text and of books on similar themes or by the same author</p> <p>Comprehension: Choice of Language: WP Identifies how vocabulary choices affect meaning Identifies the language used to create mood and build suspense Explains how a single-clause sentence and multi-clause sentence can affect mood and build suspense</p> <p>Comprehension: Themes & Conventions: E / C Identifies different text types according to their key features Understands and uses the page layout of non-fiction texts to find information Makes simple connections between books by the same author Recognises some features of a text that relate to its historical setting, social or cultural background Recognises some different forms of poetry Evaluates texts with reference to the text type</p>
Year Four	<p>Discusses a range of texts read to them and that they have read, explaining key information and giving their opinion about it</p> <p>Asks questions to improve their understanding of the text</p> <p>Reads a range of texts aloud, using expression, flow and pace to show understanding</p> <p>Retells a wider range of stories,</p>	<p>Speedily reads longer sections of text</p> <p>Reads and understands the meaning of words with prefixes from the Year 3/4 curriculum</p> <p>Reads and understands the meaning of words with suffixes from the Year 3/4 curriculum</p>	<p>Language in Context: V</p> <p>3a. Checks that the text makes sense as they read and corrects inaccurate reading</p> <p>3b. Uses their existing vocabulary knowledge to identify word meanings</p> <p>3c. Gives meaning to new language using the context in which it appears</p> <p>3d. Collects words from their reading to use in their own writing</p> <p>3e. Uses a dictionary to check the meaning of words</p> <p>Comprehension – Retrieval: R Skims short passages to answer recall questions</p>

	<p>fairy stories, myths and legends through a chosen format Prepares poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action Discusses words and phrases that capture the reader's interest</p>		<p>Scans short passages to answer recall questions Answers who, what, why, where, when, how questions, showing the section of the text they found the information Reads silently and discusses what they have read</p> <p>Comprehension – Sequencing & Summarising: S Sequences events or main points from across a whole chapter or text Understands and explains the main points from longer texts, with direct reference to the text Summarises the main idea from a whole text Discusses ideas from throughout a text</p> <p>Comprehension – Inference: I / P Makes inferences about characters' feelings and thoughts in a story based on their actions Identifies the viewpoints of different characters in a text Empathises with a character's motives and behaviour Justifies inferences with evidence from the text Identifies the purpose of a text and how the author wants the reader to respond Makes predictions based on knowledge of the text or similar reading experiences, giving clear reasons for their ideas</p> <p>Comprehension: Choice of Language: WP Explains how vocabulary choices affect meaning in a range of text types Identifies language used to create atmosphere and discusses why this language has been chosen Identifies how the use of different sentence structures changes the meaning of a passage</p> <p>Comprehension: Themes & Conventions: E / C Identifies a range of text types according to their features Uses a range of text features in non-fiction to locate specific information Explains how the layout of a non-fiction text impacts on the reader Recognises themes in what they read Talks about the key differences between text types, including texts of the same type but written by different authors Recognises when texts have specific cultural or historical settings Is familiar with different types of poetry Evaluates the overall quality of a text, as well as the inclusion of specific features</p>
<p>Year Five</p>	<p>Discusses a range of texts read to them and that they have read, building on their own and others'</p>	<p>Speedily reads whole, short texts and substantial sections of longer texts Reads and understands the meaning of words with</p>	<p>Language in Context: V Uses knowledge of vocabulary and context to give meaning to new language Explores the meaning of vocabulary that appears in different contexts</p>

	<p>ideas and challenging views Probes texts through their own questioning and evaluation Recommends books that they have read to their peers, giving reasons for their choices Prepares poems and plays to read aloud, considering expression, flow and pace Recites a range of poetry by heart Uses formal presentation and debate to explain their understanding of what they have read Discusses language that has had an impact on them as readers</p>	<p>prefixes from the Year 5/6 curriculum Reads and understands the meaning of words with suffixes from the Year 5/6 curriculum</p>	<p>Confidently uses new language from their reading in their written work</p> <p>Comprehension – Retrieval: R Skims whole texts to answer recall questions Scans whole texts to answer recall questions Retrieves key details and quotations from the text to demonstrate understanding Identifies whether statements from a text are fact or opinion Reads silently with good understanding and discusses what they have read</p> <p>Comprehension – Sequencing & Summarising: S Sequences summaries of different paragraphs within a text Summarises the main points from a whole text Summarises and presents a familiar story in their own words Selects information from across a text to explain or illustrate their ideas Makes comparisons about how a character changes within a text</p> <p>Comprehension – Inference: I / P Proves or disproves simple statements about a character by finding evidence in a text Empathises with a character's motives and behaviour Uses evidence from description, dialogue and action to support their ideas Explains isolated events from a text, in the context of the whole narrative Compares the behaviour and feelings of different characters in a text Identifies the author's viewpoint in a text Gives feasible, reasoned predictions based on evidence</p> <p>Comprehension: Choice of Language: WP Explains clearly how vocabulary choices affect meaning in a range of text types, including poetry Evaluates how authors use a range of descriptive devices, including figurative language Explains how different sentence structures impact on the reader</p> <p>Comprehension: Themes & Conventions: E / C Identifies the main purpose of a text Identifies key themes and styles in whole texts and extracts by a range of authors Recognises common themes/styles in texts written by the same author Comments on the impact of organisational and presentational features of narrative and non-narrative texts Can explain the importance of cultural or historical settings on how a text is composed Reads and discusses the construction and meaning of different types of</p>
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<p>Year Six</p>	<p>Discusses a range of texts read to them and that they have read, building on their own and others' ideas and challenging views Probes texts deeply through their own questioning and evaluation Constructs detailed responses about what they have read, recommending books to others and providing reasoned justifications for their views Confidently presents a range of texts aloud, considering expression, flow and pace so that the meaning is clear Recites a wider range of poetry by heart Uses formal presentation and debate to explain their understanding of what they have read Discusses language that has had an impact on them as readers</p>	<p>Reads and understands the meaning of words with prefixes from the Year 5/6 curriculum Reads and understands the meaning of words with suffixes from the Year 5/6 curriculum</p>	<p>poetry Evaluates different texts against their intended purpose</p>
			<p>Language in Context: V Talks about a wide repertoire of vocabulary and knows how to independently find out what unknown words in a text mean Shows an understanding of the meaning of vocabulary in different contexts Finds and copies one word/groups of words with a particular meaning Finds words in a text that most closely match the meaning of a given word</p>
			<p>Comprehension – Retrieval: R Skims whole texts to answer recall questions Scans whole texts to answer recall questions Can retrieve key details and quotations to demonstrate understanding of character, events and information Answers who, what, why, where, when, which, how questions, using direct reference to and quotes from the text Identifies whether statements from a text are fact or opinion</p>
			<p>Comprehension – Sequencing & Summarising: S Sequences summaries of different paragraphs within a text Accurately and selectively summarises main ideas, events, characters and information from fiction Accurately and selectively summarises main ideas, events and information from non-fiction Makes comparisons about characters within and across texts</p>
			<p>Comprehension – Inference: I / P Proves or disproves a statement about character or setting by finding evidence in the text Uses clues from action, dialogue and description to interpret meaning Empathises with different characters' points of view Explains and justifies inferences, providing evidence from the text to support reasoning Makes developed inferences, drawing on evidence from the text and wider personal experience Identifies the viewpoints of authors within and across texts Makes developed predictions that are securely rooted in the text Makes predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text</p>
<p>Comprehension: Choice of Language: WP Identifies the use and effect of the author's language and structure on the reader</p>			

			<p>Explains the effect of figurative language upon the reader (e.g. metaphor, simile, analogy, imagery, alliteration, idioms, euphemism, personification etc.)</p> <p>Identifies what impression a word/words give the reader</p>
			<p>Comprehension: Themes & Conventions: E / C</p> <p>Identifies the main message in a poem or story</p> <p>Uses the text format and text features accurately to determine text type</p> <p>Identifies and explains how the organisational and presentational features of a text impact on the reader</p> <p>Identifies and discusses evidence of themes and conventions in different genres and forms of text</p> <p>Identifies and explains how the sequence of events in narrative fiction contributes to meaning as a whole</p> <p>Understands and recognises different forms of poetry, discussing their meaning and impact on the reader</p> <p>Compares and evaluates different texts against their intended purpose</p>

**Reading Planning Domain Coding on short term plans*