

Morven Park Primary School



Reading Progression 2024-2025

Decoding

	EYFS Read simple words and sentences by:	Y1 Read phonically decodable texts accurately by:	Y2 Read texts closely matched to their phonic knowledge accurately by:
Phoneme/grapheme correspondence	matching sounds to letters and graphemes	matching all 40+ graphemes to their phonemes	knowing the different phonemes that are represented by graphemes
Whole word reading	recognising some whole words including their name and some common exception words	reading familiar words without sounding out including some common exception words and words with contractions	reading many words automatically including common exception words
Word problem solving	sounding and blending most words.	<p>knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand.</p> <p>Including: -sounding and blending phonically regular words -noticing word endings -s, -es, -ing, -ed, -er, -est, -using syllable boundaries</p>	<p>knowing how to word problem solve by breaking unfamiliar words in different ways and combining to read and understand.</p> <p>Including: -attempting alternative sounds for graphemes; deciding which makes sense -noticing root words, prefixes and suffixes including -ly -ment, -ness, -ful -less, -tion using syllable boundaries</p>

Fluency	<p>pointing to and looking carefully at each word as they read and knowing a full stop shows them they have got to the end of the sentence.</p> <p>Re-reading familiar text.</p>	<p>looking carefully at each word without pointing to be able to read simple phrases at a good pace with appropriate expression</p> <p>re-reading words, phrases and sentences that required some sounding out on the first read</p>	<p>recognising and knowing how to use punctuation (‘’ ! ?) to read longer phrases at a good pace with appropriate expression and intonation</p> <p>independently re-reading words, phrases, and sentences when the text required some slow decoding</p>
Comprehension			
	EYFS	Y1	Y2
Discussing and developing a positive attitude to reading	<p>Experience story language and rhyme and use it in play.</p> <p>Talk with an adult about how the text links to their own experiences or to other stories they have heard.</p> <p>Talk with an adult about how the text links to their own experiences or to other stories they have heard.</p> <p>Listen to a range of stories and rhymes.</p> <p>Choose from a wide range of texts talking about their favourite books and stories.</p> <p>Talk with an adult about their favourite part of a story.</p> <p>Participate in role play of familiar stories.</p> <p>Notice and talk with an adult about interesting words and phrases in text read to them.</p>	<p>Discuss relevant background knowledge (what they have done/ seen/ heard) and information from the teacher.</p> <p>Discuss with an adult and their peers what the text made them wonder.</p> <p>Listen to and discussing a wide range of poems, non-fiction texts and stories including fairy stories and traditional tales.</p> <p>Discuss books they have read, with their peers</p> <p>Talk with peers, taking turns and listening to others, about what they like or dislike about a text.</p> <p>Use role play to explore the characters and themes of texts including fairy stories and traditional tales.</p> <p>Identify and discuss some key elements of story language.</p>	<p>Discuss relevant background knowledge (what they have done/ seen/ heard) and information from the teacher.</p> <p>Discuss with an adult and their peers what the text made them wonder.</p> <p>Listen to and discuss a wide range of contemporary and classic poetry, non-fiction and stories including a wider range of stories, fairy stories and traditional tales.</p> <p>Discuss books they have read, with their peers and considering why others might want to read them.</p> <p>Participate in guided discussions about books, poems, and other texts, explaining and discussing their understanding and considering the opinions of others.</p> <p>Use discussion, role play and other drama techniques</p>

		Talk to adults and their peers about interesting words and phrases in texts read to them. Discuss relevant background knowledge (what they have done/ seen/ heard) and information from the teacher.	to explore themes of texts. Recognise and talk about literary language in stories and poetry and discussing words and phrases that interest them.
Clarifying understanding	Notice when they hear something they don't understand and asking an adult to explain.	Notice when they read a word or phrase they don't understand and asking an adult, or their peers to explain.	Notice when they read a word or phrase they don't understand and asking an adult, or their peers.
Understanding Vocabulary	Discuss unfamiliar vocabulary with an adult.	Identify unfamiliar words and ask about meaning. Begin to infer the meaning of unknown words.	Use the context to make informed guesses about the meaning of unfamiliar words. Discuss the meaning of unfamiliar words.
Making Inference	Draw on their own experiences to infer how a character might be feeling or why they are behaving in a particular way.	In a story they have listened to, spot clues about how a character is feeling from what they say and do. Spot clues about events and characters from pictures and simple text they can read independently.	In a book/text they read accurately and fluently, spot clues about events or about how a character is feeling from what they say and do.
Making Predictions		Use clues in a story they have listened to, to work out what might happen next.	Use immediate clues and what they have read already to make predictions about what is going to happen or what they will find out. Explain their ideas.
Explaining	Talking with an adult about what has happened in a story.	Explain the main events in a story. Explain how things are different at the end. Explain the features of non-fiction texts, including layout, contents,	Identify and explain how problems develop and get resolved in stories. Identify and explain the organisational features of texts, including alphabetical order layout, diagrams, captions, hyperlinks and bullet points.

		use of pictures, illustrations and diagrams. Identify rhyming words in poems. Explore and explain the effect of patterns of language and repeated words and phrases.	Identify, discuss and explain patterns of rhythm, rhyme, and other features which influence the sound of a poem. Explain why an author might have chosen a particular word and the effect they were wanting to achieve, e.g. by considering alternative synonyms that might have been used.	
Retrieving	Answer 'how' and 'why' questions about their experiences and in response to stories.	Use picture clues to answer retrieval questions about the book.	Begin to Skim and scan for key words In a book/text they read accurately and fluently, answer retrieval questions. Use information from the story to support an opinion.	
Sequence		Retell key stories orally using narrative language. Identify the key events in a story.	Begin to put the key events in the correct sequence using text and pictures.	
Using the alphabet	Reciting the alphabet and recognise the letters in order.	Know alphabetical order.	Know alphabetical order.	
Decoding				
	Y3 Read age-appropriate text accurately by:	Y4 Read age-appropriate text accurately by:	Y5 Read age-appropriate text by:	Y6 Reads a wide range of texts accurately and effortlessly by:
Phoneme/Grapheme correspondence	knowing unusual phoneme/grapheme correspondences.	noting unusual correspondences between spelling and sounds and where these occur in words.	focusing on all the letters in a word (to avoid inaccuracies e.g reading 'invitation' for 'imitation' because it's more familiar).	paying close attention to the whole word
Whole word reading	reading most words automatically	reading most words automatically	reading most words automatically	reading most words automatically including all

	including many Y3/4 further exception words	including all Y3/4 further exception words and words containing Y3/4 prefixes and suffixes	including many Y5/6 further exception words	Y5/6 further exception words and words that contain all Y5/6 prefixes and suffixes
Word problem solving	<p>knowing how to word problem solve by breaking unfamiliar words in different ways and quickly combining to read and understand. Including:</p> <ul style="list-style-type: none"> - noticing root words, prefixes, suffixes, (including re-, sub-, inter-, super-, anti-, auto-, -ation, -ous, -tion, -sion, -ssion, -cian) - using syllable boundaries using a wider range of punctuation to read texts at a good pace, with appropriate intonation and expression. <p>Reading silently most of the time.</p>	<p>using what they know about similar words to help them pronounce and understand the meaning of unfamiliar words using a growing awareness of audience and purpose to read with appropriate expression and intonation when reading aloud.</p>	<p>quickly recognising and being able to pronounce a wider range of prefixes and suffixes including</p> <ul style="list-style-type: none"> -fer, -ance, -ancy, -ent, -ence, -ency, -ible, -able 	<p>automatically applying knowledge of morphology, etymology and analogy to read aloud and to understand the meaning of unfamiliar words.</p>
Fluency	independently re-reading text that required some slow decoding or when the text doesn't make sense to them.	re-reading parts of text to improve pace, expression and intonation	reading smoothly and accurately with appropriate expression and intonation that matches their interpretation of the text	reading a wide range of text accurately and at pace; controlling their tone, pitch, pace and volume to create atmosphere
Comprehension				
	Y3	Y4	Y5	Y6

<p>Discussing text and developing a positive attitude to reading</p>	<p>Draw on background knowledge to identify themes in a text. Ask themselves questions as they read. Consider their thinking and explain how they arrived at their assumptions. Read, listen to, discuss, and retell a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends. Read books by authors they have not met before and considering why others might want to read them. Participate in discussions about books, poems and other texts, explaining and discussing their understanding and considering the opinions of others. Discuss and use drama techniques to explore themes such as the triumph of good over evil in texts including myths and legends. Discuss how words and phrases capture the reader's interest and imagination.</p>	<p>Draw on background knowledge to identify themes in more complex texts. Ask themselves questions as they read. Read, listen to, discuss, and retell a wide range of poetry, plays, non-fiction (including reference or textbooks) and fiction including fairy stories, myths and legends. Read books by authors they have not met before and recommend these to their peers. Participate in discussions about books, poems and other texts. Recognise, discuss, and use drama techniques to explore themes such as the triumph of good over evil in texts including myths and legends. Discuss words and phrases that capture</p>	<p>Draw on background knowledge particularly from other texts to identify and relate to themes. Ask questions about ideas and themes as they read. Use information given and implied to identify and explore key ideas and themes. Examine their reasoning and Provide evidence from the text to justify their assumptions. Read and discuss an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Read books from a wide range of genres and authors and discuss with others.</p>	<p>Draw on background knowledge particularly from other texts to identify and relate to more complex themes. Ask questions about more complex themes as they read. Use information given and implied to identify and explore key ideas and more complex themes. Read and discuss an increasingly wide range of poetry, plays, non-fiction (including reference books or textbooks) and fiction including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. Recommend books from a wide range of genres and authors and make links with other texts building on their own and others' ideas</p>
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		the reader's interest and imagination and how changing language and presentation can alter and clarify meaning.	Recognise, discuss and use drama techniques to explore themes; compare characters; compare differing accounts and viewpoints. Use information they have gathered from fiction and non-fiction to participate in debates and to create formal presentations. Identify examples of idiomatic and comparative language and exploring how the impact on the reader would change if the author had made different choices.	Challenge views courteously and provide reasoned justifications for their views. Recognise, discuss and use drama techniques to explore themes; compare characters; compare differing accounts and viewpoints in more complex texts. Use information they have gathered from fiction and non-fiction to participate in debates about more complex issues and to create formal presentations.
Clarifying understanding	Notice when they encounter parts of the text they do not understand and actively using a range of strategies to support their understanding.	Notice when they encounter parts of the text they do not understand and actively using a wide range of strategies to support their understanding.	Notice when they do not understand an idea or theme in the text and using a range of strategies to support their understanding.	Noticing when they do not understand the more complex themes in the text and using a range of strategies to support their understanding.
Understanding Vocabulary	Use the context of unfamiliar words to explain their meaning.	Use prior knowledge and the context of unfamiliar words to explain their meaning.	Use meaning-seeking strategies (root words, word classes, synonyms, suffixes, definitions, antonyms etc.) to explore the meaning of words in context.	Use meaning-seeking strategies to explore the meaning of words in context and in figurative language.

Making Inference	Make inferences about characters and events e.g. Infer characters' feelings, thoughts and motives from their behaviour, actions or speech.	Make inferences about characters and events e.g. Infer characters' feelings, thoughts and motives from their behaviour, actions or speech. Justify with evidence from the text.	Justify inferences with evidence from the text and wider experience. Make inferences about a mood or atmosphere by identifying the powerful words used by the author. Draw inferences from figurative language such as simile and metaphor.	Make developed inferences from subtle clues using evidence from the text, wider experience, historical context or the author's background. Explain how the narrator or narrative voice influences the readers' view of the characters
Making Predictions	Update and modify a prediction based on new information.	Make and update predictions and Justify with evidence from the text.	Make and update predictions and Justify with evidence from the text and wider knowledge.	Make predictions from evidence found, and implied information. Explain how the author's voice influences the reader's point of view and frames their understanding about characters and events.
Explaining	Explain how and why characters' feelings, behaviour and relationships change over a text. Explain the function of the features of non-fiction texts. Distinguish between rhyming and non- rhyming poetry and comment on the impact of the poem's layout. Discuss authors' choice of words and phrases that describe and create impact, e.g. adjectives and expressive verbs.	Identify and explain dilemmas faced and dealt with by characters in a story. Explain the function of more complex features of non-fiction texts in print and on computer and explain how they help find information effectively. Identify and explain different patterns of	Compare and explain how characters react differently to situations and how this is presented by the author. Identify and explain the features of different non-fiction text (including content, structure, vocabulary, style, layout and purpose) Identify and explain the distinctive style of poems by significant poets.	In non- fiction texts distinguish between explicit and implicit points of view and discuss/explain how the sense of the writer can develop over a text. Explain the techniques a poet uses to expresses moods, feelings and attitudes. Explain metaphors, similes and embedded metaphors. Comment critically on how a writer uses language to

		<p>rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</p> <p>Begin to explain how writers use figurative and expressive language to create images and atmosphere, Discuss the meaning of similes and other comparisons they have read and explain the impact.</p>	<p>Explain the purpose and impact of figurative language (metaphors and similes) and idiomatic words and phrases used in a text. Explain how writers use words and phrases for effect, e.g. to persuade, to convey feelings, to entice a reader to continue.</p>	<p>imply ideas, attitudes and points of view.</p>
Retrieving	<p>Skim read the opening sentence of each paragraph to get an overview of a page or a section of text.</p> <p>Scan texts to locate specific information to answer a question.</p>	<p>Skim read a longer piece of text to get an overview of it. Scan for keywords, phrases, and headings. Annotate to support retrieval of information (notes in the margin, highlighting, text marking).</p>	<p>Skim and scan using techniques such as text marking, contents, and indexes.</p>	<p>Use the skill of skimming and scanning and techniques taught to locate information from different points in the text.</p>
Summarise and sequence	<p>Identify/highlight key points in a sentence or section of text by deciding which information is important and which is unimportant.</p> <p>Annotate to summarise the main points in a sentence.</p> <p>Begin to underline text to help with sequencing events.</p>	<p>Annotate to summarise the main points in a paragraph.</p> <p>Sequence events in longer, age-appropriate texts.</p>	<p>Annotate to summarise key information in more than one paragraph.</p> <p>Sequence events in longer, age-appropriate texts.</p>	<p>Annotate to summarise a complete short text or substantial section of text.</p> <p>Sequence events in longer, age-appropriate texts.</p>

Using the dictionary	know how to use the quartiles of the dictionary to locate and find out the meaning of unfamiliar words they have read.	Use the third and fourth place to locate words quickly in a dictionary to check the meaning of words that they have read.	Use a dictionary to check a suggested meaning and consider which definition is the most relevant to the context.	Use dictionaries confidently and efficiently to locate information about words met in reading and to identify the most appropriate meaning of a word from alternative definitions.
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