



# Reading Progression EYFS-6

## 2021-2022

This document aims to set out the progression of reading skills from EYFS to Year 6 at Isleham CE Primary School. Teachers and support staff should refer to the year group's objectives when planning, delivering and assessing reading.

### What are our reading routines?

EYFS – Whole class story time, phonics sessions (Letters & Sounds), 1:1 reading and small group reading.  
 Year 1 & 2– Whole class story time, carousel guided reading groups daily, phonics sessions, 1:1 reading.  
 Year 3 & 4 - Whole class guided reading, guided reading groups, catch-up phonics sessions, 1:1 reading.  
 Year 5 & 6 – Whole class guided reading, inference groups, 1:1 reading, all reading out loud together.

### How are the skills of inference taught?

We explicitly teach and refer to the following strategies for inferring meaning from text:

### 8 strategies...



**PLUS**



What I liked/didn't like



What I noticed the writer do...  
 what I noticed about the type of text

# EYFS

Reading: children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.

Autumn	Spring	Summer
The Three Little Pigs A Wet and Windy Harvest for Puddles The Leopard's Drum The Pilgrim's First Thanksgiving Puddles and the Christmas Play	Goldilocks and the Three Bears Open Wide, What's Inside? Supertato Little Red Riding Hood The Foggy, Foggy Forest The Gruffalo Stick Man	Mad About Minibeasts The Bad-Tempered Ladybird Snail Trail The Very Busy Spider The Very Greedy Bee Portrait of a Snail Giraffes Can't Dance The Tiger Who Came to Tea Ambrose Goes for Gold
Letters & Sounds Phases 1, 2 & 3 Phonics	Letters & Sounds Phases 3 (repeat and embed) & 4	Letters & Sounds Phases 4 (repeat and embed) & 5

# Year 1

<b>Decoding</b>  <b>Range of Reading</b>  <b>Familiarity with texts</b>  <b>Poetry &amp; Performance</b>  <b>Word meanings</b>	<ul style="list-style-type: none"> <li>•apply phonic knowledge to decode words</li> <li>•speedily read all 40+ letters/groups for 40+ phonemes</li> <li>•read accurately by blending taught GPC</li> <li>•read common exception words</li> <li>•read common suffixes (-s, -es, -ing, -ed, etc.)</li> <li>•read multisyllable words containing taught GPCs</li> <li>•read contractions and understanding use of apostrophe</li> <li>•read aloud phonically-decodable texts</li> </ul>	<b>Understanding</b>  <b>Inference</b>  <b>Prediction</b>  <b>Authorial Intent</b>  <b>Non-fiction</b>  <b>Discussing reading</b>	<ul style="list-style-type: none"> <li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li> <li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li> </ul> <ul style="list-style-type: none"> <li>*discussing the significance of the title and events</li> <li>*making inferences on the basis of what is being said and done</li> </ul> <ul style="list-style-type: none"> <li>*predicting what might happen on the basis of what has been read so far</li> </ul> <ul style="list-style-type: none"> <li>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>*recognising and joining in with predictable phrases</li> </ul> <ul style="list-style-type: none"> <li>*learning to appreciate rhymes and poems, and to recite some by heart</li> </ul> <ul style="list-style-type: none"> <li>*discussing word meanings, linking new meanings to those already known</li> </ul>
	<b>Autumn</b>  <b>Grandpa's Great Inventions</b> Leonardo's Flying Boys The Three Little Pigs The Snail and the Whale The Way Home by Oliver Jeffers	<b>Spring</b>  <b>Stuck</b> The Great Kapok Tree The Enormous Crocodile Meerkat Mail by Emily Gravett The Hare and the Tortoise	<b>Summer</b>  <b>The Jolly Postman</b> Don's forget the Baton That Rabbit belongs to Emily Brown

# Year 2

<b>Decoding</b>	*secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondences *read most words quickly & accurately without overt sounding and blending	<b>Understanding</b>	*discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading		
	<b>Range of Reading</b>		*listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently	<b>Inference</b>	*making inferences on the basis of what is being said and done *answering and asking questions
			<b>Familiarity with texts</b>	*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry	<b>Prediction</b>
	<b>Poetry &amp; Performance</b>				*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
	<b>Word meanings</b>		*discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases	<b>Non-fiction</b>	*being introduced to non-fiction books that are structured in different ways
				<b>Discussing reading</b>	*participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves
<u>Autumn</u>		<u>Spring</u>			
<b>Little Red Riding Hood by Lari Don</b> The Wolf's Story: What Really Happened to LRRH by Toby Forward. Isleham Through Time		<b>Handa's Surprise by Eileen Browne</b> Aesop's Fables Lila and the Secret of Rain			
<b>We're Going on a Bear Hunt</b> The Secret of Black Rock The Great Big Enormous Turnip The Gigantic Turnip by Tolstoy The Enormous Potato School The Tin Forest, Wild by Emily Hughes					

# Year 3

<b>Decoding</b>	*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	<b>Understanding</b>	*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these		
	<b>Range of Reading</b>		*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes	<b>Inference</b>	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
			<b>Familiarity with texts</b>	*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books	<b>Prediction</b>
	<b>Poetry &amp; Performance</b>				*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action *recognising some different forms of poetry
	<b>Word meanings</b>		*using dictionaries to check the meaning of words that they have read	<b>Non-fiction</b>	*retrieve and record information from non-fiction
				<b>Discussing reading</b>	*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
<u>Autumn</u>		<u>Spring</u>			
Escape from Pompeii Beowulf Earth Shattering Events by Robin Jacobs The Street Beneath My Feet by Charlotte Guillian		King Solomon's Mines Dr K Fisher Tamarind and the Star of Ishta by Jasbinder Bilan A Necklace of raindrops by Joan Aiken			
Jack and the Beanstalk Mr Penguin and the Lost Treasure by Alex T Smith I am the seed that grew the Tree by Fionna Waters Arthur and the Golden Rope by Joe Todd Stanton					

# Year 4

<b>Decoding</b>  <b>Range of Reading</b>  <b>Familiarity with texts</b>  <b>Poetry &amp; Performance</b>  <b>Word meanings</b>	<ul style="list-style-type: none"> <li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>	<b>Understanding</b>  <b>Inference</b>  <b>Prediction</b>  <b>Authorial Intent</b>  <b>Non-fiction</b>  <b>Discussing reading</b>	<ul style="list-style-type: none"> <li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li> <li>*asking questions to improve their understanding of a text</li> <li>*identifying main ideas drawn from more than one paragraph and summarising these</li> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>*predicting what might happen from details stated and implied</li> <li>*discussing words and phrases that capture the reader's interest and imagination</li> <li>*identifying how language, structure, and presentation contribute to meaning</li> <li>*retrieve and record information from non-fiction</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>
	<ul style="list-style-type: none"> <li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> </ul>		
	<ul style="list-style-type: none"> <li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>*identifying themes and conventions in a wide range of books</li> </ul>		
	<ul style="list-style-type: none"> <li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>*recognising some different forms of poetry</li> </ul>		
	<ul style="list-style-type: none"> <li>*using dictionaries to check the meaning of words that they have read</li> </ul>		

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Collection of Greek Myths</b> Who Let the Gods Out by Maz Evans	<b>Stig of the Dump</b> Ug by Raymond Briggs	<b>Wild Robot</b> by Peter Brown

# Year 5

<b>Decoding</b>  <b>Range of Reading</b>  <b>Familiarity with texts</b>  <b>Poetry &amp; Performance</b>  <b>Word meanings</b>	<ul style="list-style-type: none"> <li>*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</li> </ul>	<b>Understanding</b>  <b>Inference</b>  <b>Prediction</b>  <b>Authorial Intent</b>  <b>Non-fiction</b>  <b>Discussing reading</b>	<ul style="list-style-type: none"> <li>*checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li> <li>*asking questions to improve their understanding</li> <li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li> <li>*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>*predicting what might happen from details stated and implied</li> <li>*identifying how language, structure and presentation contribute to meaning</li> <li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>*distinguish between statements of fact and opinion</li> <li>*retrieve, record and present information from non-fiction</li> <li>*recommending books that they have read to their peers, giving reasons for their choices</li> <li>*participate in discussions about books, 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, *provide reasoned justifications for their views</li> </ul>
	<ul style="list-style-type: none"> <li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>*reading books that are structured in different ways and reading for a range of purposes</li> <li>*making comparisons within and across books</li> </ul>		
	<ul style="list-style-type: none"> <li>*increasing their familiarity with 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</li> <li>*identifying and discussing themes and conventions in and across a wide range of writing</li> </ul>		
	<ul style="list-style-type: none"> <li>*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul>		

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Street Child</b> by Berlie Doherty The Highwayman by Alfred Noyes Oliver Twist by Charles Dickens	<b>The Jamie Drake Equation</b> by Christopher Edge Short & Scary by Louise Cooper The Watertower by Gary Crew The Nightmare Man by Pie Corbett	<b>Secrets of a Sun King</b> by Emma Carroll The Secrets of Tutankhamun by Patricia Cleveland-Peck

# Year 6

	<b>Decoding</b>	*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	<b>Understanding</b>	* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
	<b>Range of Reading</b>	*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books	<b>Inference</b>	*drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
	<b>Familiarity with texts</b>	*increasing their familiarity with 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 *identifying and discussing themes and conventions in and across a wide range of writing	<b>Prediction</b>	*predicting what might happen from details stated and implied
	<b>Poetry &amp; Performance</b>	*learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	<b>Authorial Intent</b>	*identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
	<b>Word meanings</b>		<b>Non-fiction</b>	*distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction
			<b>Discussing reading</b>	*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views

<u>Autumn</u>	<u>Spring</u>	<u>Summer</u>
<b>Goodnight Mr Tom by M. Magorian</b> The Arrival by Shaun Tan Rose Blanche by Christophe Gallaz and Roberto Innocenti	<b>The Explorer by Katherine Rundell</b> The Somerset Tsunami by Emma Carroll Assorted natural disaster poetry	<b>Holes by Louis Sachar</b> Significant speeches from History Assorted transition-linked texts