



Sunnybrow Primary School
Reading: Small Steps Progression

Objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading: Decoding and fluency	<ul style="list-style-type: none"> -Identify the taught GPCs (the sounds that the letters make) and at least 10 digraphs -Blend the taught sounds to read CVC, CVCC, CCVC words -Read some taught common exception/ high frequency and familiar words by sight 	<ul style="list-style-type: none"> -Apply phonic knowledge and skills to decode words -Speedily read all 40+ letters/ groups of 40+ phonemes, including alternative sounds for graphemes -Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught -Read Year 1 common exception words, noting unusual correspondences between spelling and sound (identifying where they appear) -Read words containing common suffixes-s, -es, -ing, -ed, -er and -est endings -Read polysyllabic words containing taught GPCs -Read words with contractions, e.g. I'm, I'll and understand that the apostrophe represents a missing letter 	<ul style="list-style-type: none"> -Apply phonic decoding until automatic and reading is fluent -Read most words quickly and accurately without overt sounding out and blending -Read accurately by blending, including alternative sounds for graphemes -Read Y2 Common Exception/high frequency words noting unusual correspondences -Read common suffixes (-ed, -ing, -er, -est, -y, -ment, -ful, -ness, -less, -ly) -Read polysyllabic words containing above graphemes 	<ul style="list-style-type: none"> -Use phonic knowledge to decode quickly and accurately (may still need support with longer words) -Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto (as listed in English appendix 1) to begin to read aloud -Apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English appendix 1) to begin to read aloud -Read further Y3/Y4 exception word (as listed in appendix 1) 	<ul style="list-style-type: none"> -Usually read fluently, decoding longer words with minimal support, testing out different pronunciations -Apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- (as listed in English appendix 1) to read aloud and to understand the meaning of new words they meet -Apply their growing knowledge of root words and suffixes/ word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian (as listed in English Appendix 1) to read aloud and to understand the meaning of the new words they meet -Read most Y3/Y4 exception words (as listed in Appendix 1) noting the unusual correspondences between spelling and sound, and where these occur in words 	<ul style="list-style-type: none"> -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/word endings, including -sion, -tion, -cial, -tial, -ant, -ance/ancy, -ent/-ence-ency, -able/-ably and -ible/ibly (as listed in English appendix 1) to read aloud -Read all Y5/Y6 exception words (as listed in appendix 1), discussing the unusual correspondences between spelling and sounds, and where these occur in the word 	<ul style="list-style-type: none"> -Read fluently with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes/word endings (as listed in English appendix 1) and decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues

Word Reading: Sentence Level	-Read aloud sentences made up of words with taught sounds and common exception/high frequency words	-Read aloud phonically - decodable texts (that do not require them to use other strategies to work out words) -Re-read books to build fluency and confidence -Develop some fluency and expression, pausing at full stops	-Re-read books to build up fluency and confidence in word reading -Read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically and without undue hesitation -Note punctuation to read with appropriate expression	-Reads silently for increasingly longer periods of time -Reads a range of texts with fluency, understanding and expression -Talks about different strategies that can be used to make sense of reading	-Reads independently with sustained concentrations -Reads most words effortlessly at a speaking pace	-Reads aloud with appropriate volume and expression to make meaning clear to the audience	-Reads confidently, fluently and effortlessly a range of age-appropriate texts, including novels, plays, poetry, non-fiction, reference and text books -Demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience
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Objective	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Comprehension: Reading for pleasure	-Have favourite stories and rhymes and enjoy sharing and retelling these stories	-Select books for personal reading and give reasons for choices	-Read and listen to whole books, make choices for their personal reading	-Sustain their reading for enjoyment and to find out, extending their range of books read by browsing and selecting texts, including poetry	-Read independently complete short texts and sections from information books	-Read favourite authors and choose books to read on the recommendations of others -Plan reading goals which reflect their interests and extend their range	-Listen to texts read to them and sustain their reading of longer and more challenging texts
Comprehension: Developing reading 'sense'	-Reads with growing fluency texts linked to their ability and that meet ELG for reading by the end of Reception	-Listen to their own reading, and that of others, and make a sense check at regular intervals	-Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, rereading to regain understanding	-Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. -Put into their own words their understanding of what they have read	-Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost	-Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described	-Link parts of a text together in order to understand how details or specific sections support a main idea or point. -Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning
Comprehension: Visualising what's read	-Visualise what they have heard read to them through drawings and story mapping	-Visualise what they have been reading, e.g. through drawing or acting out	-Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or series of events	-Re-present information gathered from a text as a picture or graphic, labelling it with material from the text	-Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out	-Re-present information from a text graphically -Comment on the illustrations and graphic representations they encounter in texts, linking	-Re-present information from a text graphically. -Comment on the illustrations and graphic representations they encounter in texts, linking

					-Use information from the text to justify their visual representations	their comments back to the text itself	their comments back to the text itself.
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Comprehension: Vocabulary (1a/2a, 2g)	<ul style="list-style-type: none"> -Use vocabulary and forms of speech that are increasingly influenced by their experiences of books -Learn, understand and use new vocabulary learnt through stories, non-fiction, rhymes and poems 	<ul style="list-style-type: none"> -Discuss word meanings, linking new meanings to those already known -Make collections of interesting words and use them when talking about books and stories -Draw upon knowledge of vocabulary in order to understand the text -Use vocabulary given by the teacher -Join in with predictable phrases 	<ul style="list-style-type: none"> -Discuss, speculate and clarify the meaning of unfamiliar words met in reading, linking new meanings to known vocabulary. Check the meaning makes sense in the context of the passage. -Discuss their favourite words and phrases -Recognise simple recurring literary language in stories and poems 	<ul style="list-style-type: none"> -Use dictionaries to check the meaning of words I have -Identifies the difference the precise choice of adjectives and verbs make and offers reasons for author's choice of vocabulary -Identifies how language choices help to build meaning -Find the meaning of new words using substitution within a sentence or reading on to locate or infer the meaning 	<ul style="list-style-type: none"> -Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. -Investigate the meaning of technical or subject specific words they meet in their reading Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) -Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them 	<ul style="list-style-type: none"> -Understand, explore and explain the meaning of words in context with growing independence across all texts. Check the plausibility and accuracy of explanation and inference -Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of force in scientific texts. -Explain how and why a writer has used clauses to add information to a sentence -Discuss and evaluate the author's use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor) 	<ul style="list-style-type: none"> -Collect unfamiliar vocabulary (including technical) from texts they have read, define meanings and use the vocabulary when recording ideas about the text. -Explore the meaning of words in context by reading around the word, using knowledge of syntax or root words and independently explore its meaning in the broader context of a section or paragraph -Check the plausibility and accuracy of their explanation of, or inference about, a word meaning -Comments on how language, including figurative language, is used to contribute to meaning and mood -Uses evidence to explain how a writer's use of language impacts on the reader
Comprehension: Inference (1d/2d)	<ul style="list-style-type: none"> -Talk about what might happen in a book by answering how and why questions 	<ul style="list-style-type: none"> -Find clues in a text based on what is said and done 	<ul style="list-style-type: none"> -Make inferences about characters from what they say and do, focusing 	<ul style="list-style-type: none"> -Draw inferences such as inferring character's feelings, thoughts and 	<ul style="list-style-type: none"> -Give a personal point of view on a text, drawing on examples from the text to support 	<ul style="list-style-type: none"> -Draw inferences from the text about character's feelings, thoughts and motives 	<ul style="list-style-type: none"> -Discuss how characters change and develop through texts by drawing inferences based on indirect cues

		<ul style="list-style-type: none"> -Make simple inferences about character's and their feelings by using what they say as evidence -Infer basic points with direct reference to the pictures and words in the text -Discuss the significance of the title and events 	<ul style="list-style-type: none"> on important moments in a text -Answer and ask questions, including some simple inference questions 	<ul style="list-style-type: none"> motives from their actions -Understands how what a character says or does impacts on other characters, or on events described in the narrative -Justify inferences by referencing specific point in a text -Ask and answer questions, including a range of inference-based questions, modifying answers as the text progresses and more information is gleaned 	<ul style="list-style-type: none"> -Justify inferences with evidence, predicting what might happen from details stated or implied, using more than one piece of evidence -Deduce the reasons for the way characters behave from scenes across a short story 	<ul style="list-style-type: none"> from their actions and interactions with others and the environment -Use figurative language to infer meaning -Give one or two pieces of evidence to support the point they are trying to make -Begin to draw evidence from more than one place across a text -Appreciate that people use bias in persuasive writing and understand that two people may have a different view on the same event 	<ul style="list-style-type: none"> -Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters -Make inferences about events, feelings, states backing these up with evidence. -Infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text
Comprehension: Predict (1e/ 2e)	<ul style="list-style-type: none"> -Anticipate and make predictions on key events in stories 	<ul style="list-style-type: none"> -Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts -Explain ideas verbally or through pictures 	<ul style="list-style-type: none"> -Make plausible predictions showing an understanding of the ideas, events or characters they are reading about -Make plausible predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them 	<ul style="list-style-type: none"> -Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded, also use relevant prior knowledge to support predictions -Justify predictions using evidence from the text 	<ul style="list-style-type: none"> -Use information about characters to make plausible predictions about their actions -Use relevant prior knowledge as well as details from the text to form predictions and to justify them -Monitor these predictions and compare them with the text as they read on 	<ul style="list-style-type: none"> -Make predictions from what is stated and what is implied, making links to evidence and explaining clearly what evidence shows -Confirm and modify predictions as they read on 	<ul style="list-style-type: none"> -Use specific evidence from the text to support decisions and explain how evidence supports view points -Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark
Comprehension: Explain (2f/g)	<ul style="list-style-type: none"> -Explain why they like or dislike a book 	<ul style="list-style-type: none"> -Explain opinions, giving likes and dislikes -Links what they hear or read to their own experiences 	<ul style="list-style-type: none"> -Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves 	<ul style="list-style-type: none"> -Discuss the features of a wide range of fiction, poetry, plays, non-fiction and reference books Identifying how language, structure, and presentation contribute to meaning of both 	<ul style="list-style-type: none"> -Discuss words and phrases that capture the reader's interest and imagination -Build on their understanding of how language, structure and 	<ul style="list-style-type: none"> -Provide reasoned justification for my views -Recommend books for peers in detail -Give reasons for authorial choices and challenge points of view 	<ul style="list-style-type: none"> -Explain and discuss their understanding of what they have read, including through formal presentations and debates -Expresses views formed through independent reading and books that are read to

		<ul style="list-style-type: none"> -Explain clearly understanding of what has been read to them -Express views about events or characters 	<p>Express own views about a book or poem</p> <p>Listen to the opinion of others</p>	fiction and non-fiction texts	presentation contribute to meaning by recognising and explaining authorial choices and the purpose of these	<ul style="list-style-type: none"> -Distinguish between fact and opinion -Discuss and evaluate the different ways authors use language, including figurative language, considering the impact on the reader -Explain and discuss their understanding of what they have read, including through formal presentations and debates 	<p>them, explaining and justifying personal opinions, and courteously challenging those of others</p> <ul style="list-style-type: none"> -In an autobiography and biographical writing, and in texts written for mixed purposes (e.g. leaflets that are both information giving and persuasive), distinguish between fact, opinion and fiction -In non-fiction texts distinguish between explicit and implicit points of view.
<p>Comprehension: Explain-Ideas, themes and structure</p>	<ul style="list-style-type: none"> -Pick out the main events in a familiar story 	<ul style="list-style-type: none"> -Pick out significant events, incidents or information that occur through a text -Link familiar story themes to their own experiences, e.g. illness, getting lost, going away 	<ul style="list-style-type: none"> -Discuss familiar story themes that they have read or heard -Give reasons why things happen or change over the course of a narrative 	<ul style="list-style-type: none"> -Identify typical story themes, e.g. trials and forfeits, good and evil, weak over strong, wise and foolish -Discuss how characters' feelings, behaviour and relationships change over a text 	<ul style="list-style-type: none"> -Identify social, moral or cultural issues or themes in stories, e.g. the dilemmas faced and dealt with by characters or the moral of the story -Link cause and effect in narratives and recounts. -Explain how ideas are developed in non-fiction texts 	<ul style="list-style-type: none"> -Distinguish between plot events/ details and the main themes in the texts they read -Identify how ideas and themes are explored and developed over a text, e.g. how a story opening can link to its ending or how characters change over a narrative -Explain how a detailed picture can emerge from a non-fiction text by examining different aspects of the topic 	<ul style="list-style-type: none"> -Understand how a writer develops themes, ideas or points of view over a text. -Identify how the narrative or author's voice influences the reader's point of view and frames their understanding. -Discuss how this can change over the course of a text -In non-fiction texts distinguish between explicit and implicit points of view and discuss how the sense of the writer can develop over a text, e.g. in autobiographies.
<p>Comprehension: Explain-Comparisons (2h)</p>	<ul style="list-style-type: none"> -Discuss or compare main characters in familiar stories 	<ul style="list-style-type: none"> -Discuss or compare events or topics they have read about or have listened to -Identify and compare basic story elements, e.g. beginnings and endings in different stories 	<ul style="list-style-type: none"> -Identify, collect and compare common themes in stories and poems -Make comparisons of characters and events in narratives -Compare the information about 	<ul style="list-style-type: none"> -Compare and contrast writing by the same author -Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved. 	<ul style="list-style-type: none"> -Collect information to compare and contrast events, characters or ideas -Compare and contrast books and poems on similar themes -Explore narrative order (introduction, build up, crisis, resolution, and 	<ul style="list-style-type: none"> -Make comparisons between the ways that different characters or events are presented -Compare the way that ideas or themes are presented in different texts or in different versions (including in 	<ul style="list-style-type: none"> -Make comparisons and draw contrasts between different elements of a text and across texts -Compare and contrast the work of a single author -Investigate different versions of the same story or different books on the same topic,

			<p>different topics in non-fiction texts</p> <p>-Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem</p>	<p>-Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</p> <p>-Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.</p>	<p>conclusion) and how scenes are built up and concluded through description, action and dialogue</p> <p>-Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently</p> <p>-Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</p>	<p>other media, e.g. film) of the same text</p> <p>Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> <p>Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.</p> <p>Read poems by significant poets and identify what is distinctive about the style or presentation of their poems</p>	<p>identifying similarities and differences</p> <p>-Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together</p> <p>-Understand how writers use the features and structure of information texts to help convey their ideas or information.</p> <p>-Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.</p>
<p>Comprehension: Retrieve (1b/ 2b)</p>	<p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>-Describe the main story setting, events and main characters</p>	<p>-Answer a question about what has just happened in a story</p> <p>-Retrieve information by recognising a few key words</p> <p>-Recognise characters, events, titles and images</p> <p>-Skim read to gain an overview of a page/ text by focusing on significant parts – names, captions, titles.</p> <p>-Scan the text to locate specific information – using titles, labels.</p>	<p>-Independently ask and answer simple retrieval questions about what they have just read</p> <p>-Locate information using title, contents, index, page numbers, illustrations, headings, sub headings etc.</p> <p>-Express and record their understanding of information orally, using simple graphics, or in writing</p> <p>-Remember significant event and key</p>	<p>-Retrieve information from a non-fiction text. Use contents page and subheadings to locate information</p> <p>-Skim opening sentences of each paragraph to get an overview of a page or section of text</p> <p>-Scan contents, indexes and pages to locate specific information accurately</p> <p>-Identify sections of a text that they need to read carefully in order to</p>	<p>-Retrieve and record information from more than one paragraph</p> <p>-Skim read a text to get an overview of it, scan for key words, phrases and headings</p> <p>-Decide which sections of text to read more carefully to fulfil a particular purpose, e.g. to summarise a text</p> <p>-Take information from diagrams, flow charts and forms where it is presented graphically</p>	<p>-Read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts</p> <p>-Locate information accurately through skimming and using full range of features on information text to gain an overall sense of the text</p> <p>-Scan a text to gain specific information</p> <p>-Use the skills of skimming and scanning to identify sections of</p>	<p>-Ask own questions and follow a line of enquiry</p> <p>-Confidently skim and scan, and also use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts</p> <p>-Evaluate texts for their reliability and usefulness when researching a topic.</p> <p>-Record important details retrieved from a text using an appropriate format, e.g. by making a comparisons table</p>

		<ul style="list-style-type: none"> -Recognise some differences between fiction and non-fiction 	<p>information about the text that they have read</p> <ul style="list-style-type: none"> -Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read 	<p>find specific information or answer a question.</p>	<ul style="list-style-type: none"> -Use relevant quotes to support answers to questions 	<p>text to read more carefully and re-read/ read on as appropriate</p> <ul style="list-style-type: none"> -Use different formats to capture, record and explain information about what they have read, e.g. flow charts, for and against columns, matrices and charts of significant information 	
<p>Comprehension: Sequence/ Summarise (1c/ 2c)</p>	<ul style="list-style-type: none"> -Retell stories and narratives using own words and recently introduced vocabulary 	<ul style="list-style-type: none"> -Retell familiar stories orally -Sequence the events of a story they are familiar with -Discuss how events are linked 	<ul style="list-style-type: none"> -Discuss the sequence of events in different types of stories and how items of information are related to each other -Order events from a text -Retell using a wider variety of story language (including time connectives to show order/link parts) 	<ul style="list-style-type: none"> -Understands the purpose of summarising -Identifying main ideas drawn from a key paragraph and summarise these -Distinguish between the important and less important information in a text -Give a brief verbal summary of a story -Identify themes from a wide range of books -Make simple notes from one source of writing 	<ul style="list-style-type: none"> -Summarise a sentence or paragraph by identifying the most important elements -Identify main ideas drawn from more than one paragraph -Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated -Make comparisons between themes in books -Highlight key information and record it in bullet points, diagrams, maps etc 	<ul style="list-style-type: none"> -Summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. -Make connections between information across the text and include this in an answer Discuss the themes or conventions from a chapter or text -Identify themes across a wide range of genres 	<ul style="list-style-type: none"> -Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Use limited words. -Update their ideas about the text in the light of what they've just read -Summarise 'evidence' from across a text to explain events or ideas -Summarise their current understanding about a text at regular intervals -Make comparisons across different books/genres of writing