

Bapchild & Tonge Reading Progression Document

Knowledge	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Key texts	See VIPERS, ENGLISH and EYFS core text grids. These texts are the vehicle for delivering the below knowledge.						
Decoding - Children should:	Floppy's phonics L1-3 Identify the taught GPCs (the sounds that the letters make) including some digraphs. Blend the taught sounds to read CVC, CVCC and CCVC words. Read some taught common exception/ high frequency and familiar words. Read sentences made up of words with taught sounds and common exception words.	Floppy's Phonics (recap L3) L4-5 apply phonic knowledge to decode words read aloud phonically-decodable texts re-read books to build fluency and confidence read simple sentences and understand the meaning including what a pronoun is (extra) speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) read polysyllabic words containing taught GPCs read common suffixes (-s, -es, -ing, -ed, -er and -est)read contractions and understand that the apostrophe represents the omitted letter(s) read accurately by blending taught GPCs develop some fluency and expression, pausing at full stops	Recap Floppy's Phonics L5 in T1 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 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	NNS Spelling rules 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 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word Phonics international – pupils grouped on need opposed to cohort. 	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 further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	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	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

Bapchild & Tonge Reading Progression Document

Range of reading – children should:	Read sentences made up of words with taught sounds and common exception words. Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L) To use non-fiction books to develop new knowledge and vocabulary.	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Listen to, discuss and express 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	listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes.	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and reading for a range of purposes	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books	continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks read books that are structured in different ways and read for a range of purposes make comparisons within and across books
Familiarity with texts – children should:	Talk about and respond to stories, rhymes and poetry; recalling,	recognise and join in with predictable phrases become very familiar with key stories, fairy stories and	become increasingly familiar with and retell a wider range of stories, fairy stories and	increase their familiarity with a wide range of books, including fairy stories, myths and	increase their familiarity with a wide range of books, including fairy stories, myths	increase their familiarity with a wide range of books,	increase their familiarity with a wide range of books, including myths, legends and traditional

Bapchild & Tonge Reading Progression Document

	sequencing and anticipating key events some as exact repetition and some in their own words. To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	traditional tales, retelling them and considering their particular characteristics	traditional tales recognise simple recurring literary language in stories and poetry	legends, and retell some of these orally identify themes and conventions in a wide range of books	and legends, and retell some of these orally identify themes and conventions in 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 identify and discuss themes and conventions in and across a wide range of writing	stories, modern 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
Poetry and performance –	To listen and sing nursery	Learn to appreciate rhymes	continue to build up a repertoire of	prepare poems and play scripts	prepare poems and play scripts	learn a wider	learn a wider range of poetry

Bapchild & Tonge Reading Progression Document

children should:	rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L)	and poems, and to recite some by heart	poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear	to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry	to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry	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	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
Vocabulary Children should:	talk about elements of a topic using newly introduced vocabulary (C&L)	discussing word meanings, linking new meanings to those already known draw upon knowledge of vocabulary in order to understand the text join in with predictable	discussing and clarifying the meanings of words; link new meanings to known vocabulary discussing their favorite words and phrases recognise some	use dictionaries to check the meaning of words that they have read discuss words that capture the readers interest or imagination identify how language choices help build meaning find the meaning of new words using substitution within	using dictionaries to check the meaning of words that they have read use a thesaurus to find synonyms discuss why words have been chosen and the effect these have on the reader explain how words can	explore the meaning of words in context, confidently using a dictionary discuss how the author's choice of language impacts the reader evaluate the	evaluate how the authors' use of language impacts upon the reader find examples of figurative language and how this impacts the reader and contributes to meaning or

Bapchild & Tonge Reading Progression Document

		phrases use vocabulary given by the teacher discuss his/her favorite words and phrases	recurring language in stories and poems	a sentence.	capture the interest of the reader discuss new and unusual vocabulary and clarify the meaning of these find the meaning of new words using the context of the sentence.	authors use of language investigate alternative word choices that could be made begin to look at the use of figurative language use a thesaurus to find synonyms for a larger variety of words re-write passages using alternative word choices read around the word' and *explore its meaning in the broader context of a section or paragraph.	mood. discuss how presentation and structure contribute to meaning. explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.
Inference	understand	children	make inferences	children	ask and answer	drawing	drawing

Bapchild & Tonge Reading Progression Document

Children should	how to listen carefully. (C&L) Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)	make basic inferences about characters' 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 demonstrate simple inference from the text based on what is said and done	about characters' feelings using what they say and do. infer basic points and begin, with support, to pick up on subtler references. answering and asking questions and modifying answers as the story progresses use pictures or words to make inferences	can infer characters' feelings, thoughts and motives from their stated actions. justify inferences by referencing a specific point in the text. ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. make inferences about actions or events	questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) infer characters' feelings, thoughts and motives from their stated actions. consolidate the skill of justifying them using a specific reference point in the text use more than one piece of evidence to justify their answer	inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. make inferences about actions, feelings, events or states use figurative language to infer meaning give one or two pieces of evidence to support the point they are making. begin to draw	inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. discuss how characters change and develop through texts by drawing inferences based on indirect clues. 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.
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Bapchild & Tonge Reading Progression Document

						evidence from more than one place across a text.	They can draw evidence from different places across the text
Prediction – children should:	To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	predicting what might happen on the basis of what has been read so far in terms of story, character and plot make simple predictions based on the story and on their own life experience. begin to explain these ideas verbally or through pictures.	predicting what might happen on the basis of what has been read in terms of plot, character and language so far make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them	justify predictions using evidence from the text. use relevant prior knowledge to make predictions and justify them. use details from the text to form further predictions.	justify predictions using evidence from the text. 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	predicting what might happen from details stated and implied support predictions with relevant evidence from the text. confirm and modify predictions as they read on.	predicting what might happen from details stated and implied support predictions by using relevant evidence from the text confirm and modify predictions in light of new information.
Explaining children should:	To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events	give my opinion including likes and dislikes (not necessarily objective). link what they read or hear to their own experiences explain clearly my understanding of	explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books identifying how	discussing words and phrases that capture the reader's interest and imagination identifying how language, structure, and presentation contribute to meaning	provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial choices begin to challenge points of view	provide increasingly reasoned justification for my views recommend books for peers in detail give reasons for authorial

Bapchild & Tonge Reading Progression Document

	some as exact repetition and some in their own words.	what has been read to them express views about events or characters	express my own views about a book or poem discuss some similarities between books listen to the opinion of others	language, structure, and presentation contribute to meaning of both fiction and non-fiction texts recognise authorial choices and the purpose of these	recognise authorial choices and the purpose of these	begin to distinguish between fact and opinion 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 explain and discuss their understanding of what they have read, including through formal presentations and debates.	choices begin to challenge points of view begin to distinguish between fact and opinion 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 explain and discuss their understanding of what they have read, including through formal presentations and debates.
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Bapchild & Tonge Reading Progression Document

							distinguish between fact, opinion and bias explaining how they know this.
Retrieval – children should:		answer a question about what has just happened in a story. develop their knowledge of retrieval through images. recognize characters, events, titles and information. recognize differences between fiction and non-fiction texts. retrieve information by finding a few key words. Contribute ideas and thoughts in discussion	independently read and answer simple questions about what they have just read. asking and answering retrieval questions draw on previously taught knowledge remember significant event and key information about the text that they have read Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read	use contents page and subheadings to locate information learn the skill of 'skim and scan' to retrieve details. begin to use quotations from the text. retrieve and record information from a fiction text. retrieve information from a non-fiction text	confidently skim and scan texts to record details, using relevant quotes to support their answers to questions. retrieve and record information from a fiction or non-fiction text.	confidently skim and scan, and also use the skill of reading before and after to retrieve information. use evidence from across larger sections of text read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. retrieve, record and present information from non-fiction texts. ask my own questions and follow a line of enquiry.	Children 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 Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. Retrieve, record and present information from a wide variety of non-

Bapchild & Tonge Reading Progression Document

							fiction texts. Ask my own questions and follow a line of enquiry.
Summarising/ sequencing – children should:		retell familiar stories orally e.g fairy stories and traditional tales sequence the events of a story they are familiar with begin to discuss how events are linked	discuss the sequence of events in books and how items of information are related. retell using a wider variety of story language. order events from the text. begin to discuss how events are linked focusing on the main content of the story.	identifying main ideas drawn from a key paragraph or page and summarising these begin to distinguish between the important and less important information in a text. give a brief verbal summary of a story. teachers begin to model how to record summary writing. identify themes from a wide range of books make simple notes from one source of writing	use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. identifying main ideas drawn from more than one paragraph. identify themes from a wide range of books summarise whole paragraphs, chapters or texts highlight key information and record it in bullet points, diagrams, maps etc	summarising 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 is an answer. discuss the themes or conventions from a chapter or text	summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas make comparisons across different books. summarise entire texts, in addition to chapters or paragraphs,

Bapchild & Tonge Reading Progression Document

						identify themes across a wide range of writing	using a limited amount of words or paragraphs.
Non fiction – children should:	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books.	listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently	be introduced to non-fiction books that are structured in different ways	retrieve and record information from non-fiction texts	retrieve and record information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts	distinguish between statements of fact and opinion retrieve, record and present information from non-fiction texts

Bapchild & Tonge Reading Progression Document