



## Abingdon Primary School Reading Progression Grid

	<b>Word Reading</b>	<b>Comprehension</b>
Reception	<p>Children read and understand simple sentences.</p> <p>They use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>They also read some common irregular words.</p> <p>They demonstrate understanding when talking with others about what they have read.</p>	<p style="text-align: center;"><u>Communication and Language</u></p> <p>Listening and attention: Children listen attentively in a range of situations.</p> <p>They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>They give their attention to what others say and respond appropriately, while engaged in another activity.</p>
Year 1	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>- Being encouraged to link what they read or hear read to their own experiences</li> <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> <li>- Learning to appreciate rhymes and poems, and to recite some by heart</li> </ul>

	<p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<ul style="list-style-type: none"> <li>- Discussing word meanings, linking new meanings to those already known.</li> </ul> <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <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> <li>- Discussing the significance of the title and events.</li> <li>- Making inferences on the basis of what is being said and done.</li> <li>- Predicting what might happen on the basis of what has been read so far.</li> <li>- Participate in discussion about what is read to them, taking turns and listening to what others say.</li> <li>- Explain clearly their understanding of what is read to them.</li> </ul>
Year 2	<p>Pupils should be taught to: Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- 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.</li> <li>- Discussing the sequence of events in books and how items of information are related.</li> <li>- Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>- Being introduced to non-fiction books that are structured in different ways.</li> <li>- Recognising simple recurring literary language in stories and poetry.</li> <li>- Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</li> <li>- Discussing their favourite words and phrases.</li> </ul>

	<p>sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<ul style="list-style-type: none"> <li>- Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li> </ul> <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <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> <li>- Making inferences on the basis of what is being said and done.</li> <li>- Answering and asking questions.</li> <li>- Predicting what might happen on the basis of what has been read so far.</li> </ul> <p>Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</p>
<p>LKS2 Years 3 and 4</p>	<p>Pupils should be taught to:</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <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> <li>- Using dictionaries to check the meaning of words that they have read.</li> <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>- Discussing words and phrases that capture the reader's interest and imagination.</li> <li>- Recognising some different forms of poetry (for example, free verse, narrative poetry).</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <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>- 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 main ideas drawn from more than one paragraph and summarising these.</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>
<p>UKS2 Years 5 and 6</p>	<p>Pupils should be taught to:</p> <p>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.</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <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>- Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern</li> </ul>

		<p>fiction, fiction from our literary heritage, and books from other cultures and traditions.</p> <ul style="list-style-type: none"><li>- Recommending books that they have read to their peers, giving reasons for their choices.</li><li>- Identifying and discussing themes and conventions in and across a wide range of writing.</li><li>- Making comparisons within and across books.</li><li>- Learning a wider range of poetry by heart.</li><li>- 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> <p>Understand what they read by:</p> <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>- 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>- Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.</li><li>- Identifying how language, structure and presentation contribute to meaning.</li></ul> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p>
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