King's Academy College Park

READING CURRICULUM PROGRESSION

	EYFS	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Fluency: Child as a reader		Is increasingly familiar with a wide range of poems, stories, fairy stories and traditional tales Is developing pleasure in reading Can recognise rhymes and some simple poems	Is increasingly familiar with a wide range of stories, fairy stories and traditional tales Developing pleasure in reading Can participate in discussion about both books that are read to them and those they read for themselves Can recognise recurring literary language in poems and stories	Increase their familiarity with a wide range of books (including fairy stories, myths and legends) and retelling some of these orally Can read for enjoyment and chooses to read (can absorb themselves in a book/text) Can recognise some different forms of poetry (for example, free verse, narrative poetry) Can read books that are structured in different ways and comment on their structures	Can discuss a range of books and texts that they have read, explaining key information and giving their opinion about it Is able to choose books that they enjoy and will challenge them Is familiar with different types of poetry Recognises similarities and differences between texts structured in different ways Uses reading as a tool to support other aspects of learning	Gives developed detail in discussion about a range of texts, including personal opinion Explains different reasons for reading, including for enjoyment Perseveres with challenging texts Can read and discuss the construction and meaning of different types of poetry Can compare and evaluate different texts against their intended purpose Makes links between own	Can use appropriate decoding strategies fluently and accurately Can skim texts to get the general idea of the content of a piece Can scan texts to find particular information Can read aloud with intonation that shows understanding Can construct visual images Can compare, contrast and evaluate different texts Can talk about the types of texts they

					Can read for a range of purposes	Understands when it would be helpful to use a dictionary to support reading	reading experiences and that of others	enjoy and that interest them
					Can use a dictionary to check the meaning of words they have read	Confidently discusses a range of reading experiences with peers and adults	Constructs detailed responses about what they have read, demonstrating deep understanding and maturity as a reader	Can persevere with challenging texts (whole texts, including novels) to read with fluency, understanding and expression
					Can listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books	Responds orally to texts read to them and those that they have read themselves, showing increasing maturity in the way they engage with the discussion	Probes texts deeply through their own questioning and evaluation	
					Can participate in discussion about both books that are read to them and those they read for themselves, taking turns and listening to what others say	Chooses skilful questions to improve their understanding of the text	Confidently presents texts aloud to a range of audiences	
					Can ask questions to improve their understanding of a text	Confidently reads a range of texts aloud, considering intonation, tone, volume and actions	Uses information from the text to direct their presentation of it to others	
					Can prepare poems and playscripts to read aloud and to perform, showing understanding	Demonstrates an ability to interpret		

				through intonation, tone, volume and action Can read dialogue with appropriate expression	how a character is feeling or behaving, when reading dialogue aloud.		
Fluency: Word reading, decoding and understanding	Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Can apply phonic knowledge as a route to decode words Can recognise, read and identify correct sound to grapheme for all 40+ phonemes Can recognise, read and identify alternative sounds for some graphemes Can break words into more than one syllable that contain taught GPCs Can read words with increasing fluency without overt sounding and blending	Can decode unknown words applying phonic knowledge. Can recognise, read and identify the full range of vowel graphemes Can recognise, read and identify the full range of consonant graphemes Can break words into two or more syllables Can read 90 words per minute at expected standard Can read further common exception words	Can decode unknown words rapidly and without undue hesitation Can recognise, read and identify the full range of vowel graphemes Can recognise, read and identify the full range of consonant graphemes Can break words into syllables Can read 200 words at expected level in 5 minutes Can recognise and read a range of prefixes and use these to construct the meaning of	Can read age appropriate texts with a good level of fluency and stamina Can use a range of strategies to decode unfamiliar words Can read and understand the meaning of words with prefixes from the Year 3/4 curriculum Can read and understand the meaning of words with suffixes from the Year 3/4 curriculum Uses a range of punctuation to add meaning to what they are reading	Reads with fluency and stamina Can use a range of strategies to decode unfamiliar words without impacting on overall fluency Can read and understand the meaning of words with prefixes from the Year 5/6 curriculum Can read and understand the meaning of words with suffixes from the Year 5/6 curriculum Explains how punctuation and sentence construction is used	Can show an understanding of the meaning of vocabulary in different contexts Can find and copy one word/groups of words with a particular meaning Can find words in a text that most closely match the meaning of a given word Can explain what words suggest about a given subject Can talk about a growing repertoire of vocabulary and know how to independently find

	Can read common exception words Can recognise and read prefix un and use this to construct meanings of words Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. s, es, ing, er,est, ed Can recognise an increasing range of punctuation (. CL ! ?) and use this to add expression and understanding to the text Can use the context of the text and pictures to help read unfamiliar word Can read words with simple contractions	Can recognise and read a range of suffixes and use these to construct the meanings of words in context e.g. ed, ing, er,est, ly, ful, less, ness, ment. Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text Can use the context of the text to help read unfamiliar words Can discuss word meanings, linking new meanings to those they already know. Can recognise adjectives, adverbs and similes.	words in context e.g. re…, de…, pre…, non…, mis…, ex…, co…, anti… Can recognise and read a range of suffixes and use these to construct the meaning of words in context e.g. …tion, …ive, …ic Can recognise an increasing range of punctuation (. CL ! ? " " , ') and use this to add expression and understanding to the text, including the apostrophe for omission Can use the context of the sentence to help read unfamiliar words	Gives meaning to new language using the context in which it appears	to enhance meaning Uses knowledge of vocabulary and context to give meaning to new language	out what unknown words in text mean

		Can discuss word meanings, linking new meanings to those they already know	Can identify how vocabulary choices effect meaning.				
Comprehension: Retrieval		Join in with predictable phrases or refrains Can explain what is read in their own words Recall main points (who, what, where, when, how, why answers) Link what they read or hear to their own experiences	Recall main points with reference to the text (who, what, where, when, how, why answers) Can read closely to obtain specific information e.g. what type of clothes someone was wearing Can identify, select and highlight key words in a sentence to answer recall questions Is beginning to scan for a specific purpose e.g. looking for specific information e.g. names of characters Can recognise and talk about the main	Shows understanding of main points with reference to the text (who, what, where, when, how, why) Can read closely to obtain specific information e.g. what type of clothes someone was wearing Can identify, select and highlight key words in a sentence to answer recall questions Is beginning to scan for a specific purpose e.g. looking for specific information: names of characters etc	Understands and explains the main points from what they have read, with direct reference to the text Identify explicit details from the text, showing the section of the text they found the information Is able to skim short passages to answer recall questions Is able to scan short passages to answer recall questions	Retrieves key details and some quotations from the text to demonstrate understanding of key details/information in a text Identify explicit details from the text, showing exactly where in the text they found the information Is able to skim whole texts to answer recall questions Is able to scan whole texts to answer recall questions	Can retrieve key details and quotations to demonstrate understanding of character, events and information Can answer who, what, why, where, when, which, how questions, using direct reference to and quotes from the text Can provide developed explanations for key information, events, character actions and motivations Can provide straightforward explanations for the purpose of the language, structure

			differences between fiction and non-fiction texts	Is beginning to skim e.g. to search for adjectives which describe a character Can recognise and talk about the main differences between fiction and non-fiction texts Can identify the key features of different text types Can understand and talk about the purpose of a specific paragraph e.g. it groups information together about… Can understand and talk about the features of page layout in non-fiction texts e.g. titles, subheadings, labels, diagrams and charts		Can identify the text type according to key features Recognises common themes/styles in texts written by the same author Comments on the impact of organisational and presentational features of a text	and presentation of texts Can identify whether statements from a text are fact or opinion Can decide whether statements about a text are true or false, using direct reference to the text
Comprehension: Sequencing	Demonstrate understanding of what has been read to them by retelling	Identify components of a story - beginning, middle and end	Identify components of a story - beginning, middle and end	Can summarise the main points from a passage or a text	Can summarise the main points from a section of text	Explains isolated events from a text, in the context of the whole narrative	Can accurately and selectively summarise main ideas, events,

	stories and narratives using their own words and recently introduced vocabulary;		Can sequence events in text	Is beginning to identify main ideas drawn from more than one paragraph		Can summarise the main points from a whole text	characters and information from fiction Can accurately and selectively summarise main ideas, events, and information from non-fiction Can identify key details and use quotes for illustration Can accurately order summaries of different paragraphs within a text Can identify the main message in a poem/story Can use information from the whole text to answer questions e.g. true or false
Comprehension: Inference		Can answer simple 'How' and 'Why' questions from pictures or text	Can discuss the actions of characters and justify views on the	Can discuss the actions of the main characters and justify views using	Is able to describe the actions of characters in a text and begin to explain	Can prove or disprove simple statements about a	Can search for simple clues within the text to support

		Can discuss the actions of characters and justify views on the basis of what is being said and done	basis of what is being said and done Can summarise the main points from a passage or a text Can identify and discuss favourite words and phrases Can ask questions to improve their understanding of a text Is beginning to identify the author's main purpose for writing an explain what the writer might be thinking	evidence from the text Can make inferences about characters' actions in a story based upon evidence from the text Can identify and discuss characters, speculating how they might behave and giving reasons linked to the text Can empathise with a character's motives and behaviour Can identify the language used to create mood	them, in the context of the narrative Can make inferences about characters' actions in a story based on evidence from the text Can empathise with a character's motives and behaviours Discusses viewpoints in a text, where appropriate of more than one character	character by finding evidence in a text Begins to use evidence from description, dialogue and action to support their ideas Can empathise with a character's motives and behaviours Selects information from across a text to explain or illustrate their ideas	'reading between the lines' Can make developed inferences drawing on evidence from the text and wider personal experience Can use clues from action, dialogue and description to interpret meaning Can prove or disprove a statement about character or setting by finding evidence in the text Can explain and justify inferences, providing evidence from the text to support reasoning Can empathise with different characters' points of view
Comprehension: Prediction	Anticipate – where appropriate – key events in stories;	Can discuss the significance of the title	Can make predictions on basis	Can make plausible predictions based on knowledge of	Can make predictions based on knowledge of	Gives feasible, reasoned	Can make developed predictions that are

			of what has been read so far.	the text (or of books on similar themes or by the same author)	the text or similar reading experiences, giving clear reasons for their ideas	predictions based on evidence	securely rooted in the text
		Can make predictions sometimes based on what has been read so far					Can explain their prediction choices fully, using evidence from the text Can make predictions about characters including how their behaviour may/may not change and how they may/may not appeal to the reader, justifying answers with reference to the text
Comprehension: Authorial intent				Can discuss word meanings, linking new meanings to those they already know Can recognise adjectives, adverbs/simple adverbial phrases and similes Can identify how vocabulary choices	Is able to explain how paragraphs have been used to organise a text Is able to explain how the format and presentation of a text impacts on the reader Can discuss word meanings, based on their existing	Explains clearly how vocabulary choices affect meaning in a range of text types Recognises a range of descriptive devices including figurative language Comments upon language choices/structures of different authors	Can identify/explain how the sequence of events in narrative fiction contributes to meaning as a whole Can find and discuss evidence of themes and conventions in different genres and forms of text

					affect meaning e.g. 'Crept lets you know that he is trying to be quiet but also that he was going slowly because he did not want to be caught' Can comment on the author's choice of language to create mood and build suspense e.g. suddenly is used to show that something surprising is coming next Can collect words from their reading to use in their own writing Can explain how simple and complex sentences influence meaning Is beginning to identify the author's main purpose for writing - 'He doesn't want any more turtles to be killed'	vocabulary knowledge Can identify descriptive devices within a text i.e. expanded noun phrases, adverbial phrases, similes etc Can explain how vocabulary choices affect meaning in a range of text types Can identify language used to create atmosphere and discuss why this language has been chosen Uses new language from their own reading experiences in their written and spoken work Can discuss how the use of different sentence types changes the meaning of a passage	(particularly in poetry) Confidently uses new language from their own reading experiences in their written and spoken work Explains the use of sentence structures according to desired effect on the reader Explains the inclusion of different sections of a text i.e. tables in NF, flashbacks in narrative etc	Can identify and comment on the grammatical features of text Can identify key features such as setting, action, past events Can identify and comment on the presentational features of text Can use text format and text features accurately to determine text type Can identify a range of figurative language e.g. metaphor, simile, alliteration, idioms, euphemism, personification etc Can comment upon the use and effect of the author's language on the reader Can explain the effect of figurative

				Can explain how they think the author wants the reader to respond

Can explain what the writer might be thinking - 'He thinks they are being mean'
Is beginning to identify and comment on different points of view in the text

Can simply evaluate specific texts with reference to text type e.g. these are good instructions because… | Identifies the main purpose of a text

Discusses ideas from throughout a text e.g. how a conclusion may be linked to an opening

Is able to identify intended impact of a text and explain whether they feel the text has had the desired effect
Can evaluate the overall quality of a text, as well as the inclusion of specific features | | language upon the reader

Can identify what impression a word/words give the reader

Can understand and recognise different forms of poetry, discuss their meaning and impact on the reader |
| **Comprehension: Making connections** | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | | | Can make simple connections between books by the same author e.g. 'Dick King Smith often writes about animals'

Can recognise some features of the text that relate to its | Can talk about key differences between text types, including texts of the same type but written by different authors

Uses their broad reading experiences to compare books | Compares the behaviour and feelings of different characters in a text Identifies key themes and styles in books and extracts by a range of authors | Can make accurate and appropriate comparisons within texts

Can make comparisons about how a character changes e.g. their opinion, how they |

				historical setting or its social or cultural background e.g. 'The girls had on red flannel petticoats because that is what they wore then' or 'Grandpa Chatterji wears a dohti because he comes from India.'	by the same author or on a similar theme Begins to recognise the importance of cultural or historical settings on how a text is composed	Can explain the importance of cultural or historical settings on how a text is composed	are different after a certain event