Our Progression Ladders for Reading
(Age Related Expectations)

Focus / Concept	EYFS ELG	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading; including decoding of text	• 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.	• Uses phonic knowledge to accurately blend sounds in familiar and unfamiliar words containing known GPCs • Reads aloud, fluently and confidently books which are matched to phonic knowledge • Accurately read all 40+ phonemes responding speedily. • Some common exception words read automatically • Read words containing GPCs and –s, -es, -ing, -ed and –est endings • Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • Some common exception words read automatically and can note the unusual correspondence between the spelling and sound and where they occur in the word. • Reads words of more than one syllables	• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately words of two or more syllables that contain the same graphemes as above • Read most words containing common suffixes e.g. –ing, -er, -ed, -est. • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending e.g. at over 90 words per minute • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately,	• Most words read fluently, with unfamiliar words accurately decoded quickly • Most common exception words read accurately including those with unusual correspondences between spellings and sounds • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • Can read with accuracy when silent reading focusing more on the understanding of the text	• Most common exception words read accurately including those with unusual correspondences between spellings and sounds • Reading aloud demonstrates fluency and expression • Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.	• Effectively uses a range of reading strategies to appropriately access different types of text • Applies knowledge of root words, prefixes and suffixes in understanding the meaning of new words • 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	• Effectively uses a range of reading strategies to appropriately access different types of text • Accurately applies knowledge of morphology and etymology to gain meaning of new words • Learns 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

		• Can check a text makes sense and self-corrects when reading	automatically and without hesitation • Re-read these books to build up their fluency and confidence in word reading.				
Comprehension: Engagement with a range of texts	• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	• Developed a pleasure in reading and motivation • Listens to and discusses a wide range of poems, stories and non-fiction texts • Can link what they have read or heard read to own experiences • Selects own stories and justifies the selection • Participates in discussion about what is read to them and listens to what others have to say • Learning to appreciate rhyme and poems and recite some by heart	• 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 • Discussing the sequence of events in books and how items of information are related • Is familiar and confident with and retelling a wider range of stories, fairy stories and traditional tales • Continues to build up a repertoire of poems learnt by heart, reciting these with appropriate intonation	• Listens to and discusses a range of fiction, poetry, plays, non-fiction books • Make choices about which text to read based on prior reading experience, identifying themes and conventions within these • Increasing familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • 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.	• Listens to and discusses a wide range of fiction, poetry, plays, non-fiction books about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. • Declares and justifies personal preferences for writers and types of overall text • Offers personal opinion on characters feelings, thoughts and motives from their actions, justifying with evidence	• Reads widely and frequently, outside as well as in school, for pleasure and information • Reads and discusses a wide range of fiction, poetry, plays, non-fiction books, myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions • Decides on the quality and effectiveness of a text by skimming to gain an impression • Recommend books that they have read and give reasons for their choices • Explains and discusses understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary	• Articulates personal responses to literature identifying how and why the text affects the reader, providing reasoned justifications for their views • Participates in discussion about books, building on their own and others' ideas and challenging views courteously • Explains and discusses reading through debates and presentations maintaining a focus on the topic

Comprehension: Literal understanding and information retrieval	• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	• Recalls and retells familiar and well-known stories • Retells or explains information read and link to other parts of text e.g. pictures • Generally accurate in locating information and using textual cues to answer simple literal questions	• Generally accurate literal understanding of texts • Accurately identifies sequence of events in texts • Make reasonable links between events and information	• Generally accurate overall understanding of texts read; both whole and parts of texts • Clearly summarise the main ideas within text read • Beginning to recognise and locate specific conventions within given text • Checking that the text makes sense discussing their understanding and explaining the meaning of words in context • Create literal questions about a text they have read	• Clear understanding of texts read and able to locate information from different parts of the text • Clearly summarise the main ideas within specific chapters and paragraphs • Awareness and identification of some different conventions used across a range of texts. • Retrieve and record information from non-fiction.	• Moves easily across a text in order to locate information to answer questions • Accurately summarise the main and supporting ideas within specific chapters and paragraphs • Recognise the key conventions used across particular text types • Accurately identify the purpose of different texts • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction	• Move easily across and between texts in order to compare and locate information • Accurately summarise the most relevant points and supporting ideas across specific paragraphs • Recognise the key conventions used across all text types • Retrieve, record and present information from non-fiction
Comprehension: Inferential understanding	• Anticipate – where appropriate – key events in stories	• Begin to make simple reasonable inferences from pictures and text linked to own knowledge and experiences • Begin to use what has been read to predict what might happen next • Identify new and unfamiliar words and what they mean in the content of the text	• Answer questions and makes some inference on the basis of what is being said and done. • Makes and explains simple reasonable inferences about events and information in texts • Answers and asks relevant questions linked to different types of text • Make predictions based on the information in the text • Identify the meaning of unfamiliar words encountered in reading	• Basic recognition of simple themes across a range of texts • Deduce and infer single points from specific parts of text and explain opinions • Make reasonable predictions from details started in the text • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from more	• Simple themes identified within similar texts • Deduce and infer information and provide evidence in the text to support opinions • Make reasonable predictions from details implied or deduced from the text. • Predicting what might happen from more than one paragraph • Identifying main ideas drawn from more than one paragraph and summarising these • Inferences such as inferring characters' feelings, thoughts and	• Themes identified and supported with evidence from the texts • Inferences are based on evidence from different points in the text and account for facts and opinions • Identifying and discussing themes and conventions in and across a wide range of writing • Making comparisons within and across books • Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and	• Begin to identify different layers of meaning within text; possibly suggesting multiple themes • Inferences and deduction based on evidence across the text • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details implied

			• Checks the text makes sense to them and corrects inaccurate reading based on the context	than one paragraph and summarising these • Create inference questions from a specific point in the text with adult support	motives from their actions, and justifying inferences with evidence • Asking questions to improve their understanding of a text	justifying inferences with evidence • Predicting what might happen from details implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Provide reasoned justifications for views.	• Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • Distinguish between statements of fact and opinion • Identify and discuss themes and conventions in and across a wide range of writing • Make comparisons within and across books
Comprehension: Authorial intent, authors' use of language and presentational features		• Identify some key features of a text; including title and main events • Awareness that texts can be structured in a certain order • Some awareness of language features used within texts; including predictable phrases and rhyme • Can talk about how a text makes them or others feel and speculate on what the overall feeling of emotion expressed by a text to be	• Begin to identify some key organisational features of a text • Awareness that texts/non-fiction texts are structured in different ways • Recognises language features used within texts; including recurring words and phrases for effect • Discusses and clarifies the meaning of words, linking new meanings to known vocabulary	• Identify key organisational features of a text • Identifying words and phrases which engage the reader • Commenting on general text structure and presentation • Reading books that are structured in different ways and reading for a range of purposes • Discuss words and phrases that capture the reader's interest and imagination • Recognising some different forms of poetry [for example, free verse, narrative poetry]	• Identify and provide reasons for authors' language choices which engage the reader • Commenting on specific aspects of text structure and presentation features. • Identifying how language, structure, and presentation contribute to meaning • checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Discusses words and phrases that capture the reader's interest and imagination • Recognising some different forms of poetry	• Awareness of writers' viewpoint • Main organisational features identified; including those related to specific text forms • Begin to use technical language to explain language features • 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 • Identifying how language, structure, and presentation contribute to meaning • Discuss and evaluate how authors use language, including	• Awareness of different viewpoints within texts • Identify the organisational features used by the author to engage and provide specific information to the reader • Accurately use technical language to explain authors' choice of language • Check that the book makes sense, discussing understanding and exploring the meaning of words in context • Identify how language, structure, and presentation contribute to meaning • Discuss and evaluate how authors use language, including figurative language,

					[for example, free verse, narrative poetry] • Reading books that are structured in different ways and reading for a range of purposes • Using dictionaries to check the meaning of words that they have read.	figurative language, considering the impact on the reader	considering the impact on the reader