

<u>READING</u>	<p>EYFS 30-50 months 40-60 months Early learning Goals</p>	Y1	Y2	Y3	Y4	Y5	Y6
<p>Phonics, decoding and fluency</p>	<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages)</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together.</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>To read some common irregular words.</p> <p>To read and understand simple sentences</p>	<p>To apply phonic knowledge to decode words.</p> <p>To blend sounds in unfamiliar words using sounds they have been taught.</p> <p>To read words containing simple suffixes.</p> <p>To read words with contractions.</p> <p>To read aloud phonetically decodable texts.</p> <p>To read Y1 common exception words.</p> <p>To accurately read age appropriate texts that are consistent with their developing phonic knowledge.</p> <p>To read with some awareness of basic punctuation.</p> <p>To begin to self-correct if it does not make sense.</p>	<p>To continue to apply phonic knowledge and skills to decode words.</p> <p>To read accurately age appropriate texts by blending the sounds in words taught so far.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p> <p>To read the Y1 and Y2 common exception words.</p> <p>To read words accurately at over 90 words per minute, in age-appropriate texts.</p> <p>To read with awareness of . ? !</p> <p>To read most frequently encountered words quickly and accurately without overt sounding out and blending.</p> <p>To self-correct if it does not make sense.</p>	<p>To read age appropriate texts.</p> <p>To use their phonic knowledge to decode accurately.</p> <p>To apply their growing knowledge of prefixes when reading.</p> <p>To apply their growing knowledge of root words when reading.</p> <p>To begin to read the Y3/Y4 exception words.</p> <p>To read with expression and meaning.</p> <p>To read with awareness of . , ? ! “ “ and ‘</p> <p>To self-correct with confidence.</p> <p>To begin to read for a range of purposes, including pleasure.</p>	<p>To read age appropriate texts.</p> <p>To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently and to understand the meaning of new words they meet.</p> <p>To read the Y3/Y4 exception words.</p> <p>To read clearly with expression and meaning.</p> <p>To read for a range of purposes, including pleasure.</p>	<p>To read most words fluently and attempt to decode any unfamiliar words with speed and skill.</p> <p>To apply their growing knowledge of root words, prefixes and suffixes to read aloud fluently and understand the meaning of new words they meet.</p> <p>To read aloud a range of text types accurately.</p> <p>To begin to read the Y5/Y6 exception words</p> <p>To read silently showing good understanding.</p> <p>To read for pleasure.</p>	<p>To read fluently with exception words, root words, prefixes, suffixes and to decode any unfamiliar words with speed and skill, recognising their meaning through contextual cues.</p> <p>To read aloud an increasingly wide range of text types fluently and accurately.</p> <p>To read most words without effort.</p> <p>To read for pleasure with fluency and accuracy.</p> <p>To read the Y5/Y6 exception words.</p> <p>To read silently showing good understanding.</p> <p>To read for pleasure.</p>

READING PROGRESSION

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<p>Understanding and Discussion</p>	<p>To know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>To listen to stories with increasing attention and recall.</p> <p>To anticipate key events and phrases in rhymes and stories.</p> <p>To begin to be aware of the way stories are structured.</p> <p>To describe main story settings, events and principal characters.</p> <p>To understand humour, e.g. nonsense rhymes, jokes.</p> <p>To enjoy an increasing range of books.</p> <p>To follow a story without pictures or props.</p> <p>To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p> <p>To demonstrate understanding when talking with others about what they have read.</p>	<p>To check that a text makes sense to them as they read and to begin to self-correct.</p> <p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>To retell familiar stories with some detail.</p> <p>To join in with discussions about a text.</p> <p>To discuss the titles and events of a text.</p> <p>To ask and answer simple questions about a text.</p> <p>To explain what has been read to them.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p> <p>To participate in discussion about books, poems and other texts.</p> <p>To explain their understanding and express their views on a text.</p> <p>To retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and summarise the story.</p> <p>To recognise simple recurring language in stories and poetry.</p> <p>To ask and answer questions about a text.</p> <p>To make links between the text they are reading and other texts they have read.</p> <p>To locate simple information on a page to answer a question.</p>	<p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>To use and understand appropriate terminology when discussing texts (plot, character, setting).</p> <p>To ask questions to improve understanding of a text.</p> <p>To identify main ideas drawn from more than one paragraph and to simply summarise these.</p> <p>To begin to read for a range of purposes.</p> <p>To begin to skim and scan texts to locate answers.</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p> <p>To read for a range of purposes.</p> <p>To identify themes in a wide range of books.</p> <p>To identify main ideas drawn from more than one paragraph and to simply summarise these.</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To ask questions to improve their understanding of a text.</p> <p>To locate information from a range of sources.</p> <p>To skim and scan texts to locate answers.</p>	<p>To read a wide range of genres.</p> <p>To participate in discussions about books with increasing reasons for their thoughts.</p> <p>To identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>To recommend texts to peers based on personal choice.</p> <p>To check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</p> <p>To ask deepening questions to improve their understanding of a text.</p> <p>To consider different characters' feelings of the same event.</p> <p>To find answers in a text with increasing speed.</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.</p> <p>To recognise more complex themes in what they read.</p> <p>To explain and discuss their understanding of what they have read with detail and clarity.</p> <p>To draw out key information and to summarise the main ideas in a text.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p> <p>To identify a section of text to support a given viewpoint.</p>
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<p>Vocabulary</p>	<p>To build up vocabulary that reflects the breadth of their experiences.</p> <p>To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words.</p> <p>To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.</p>	<p>To discuss the meaning of words.</p>	<p>To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>To discuss their favourite words and phrases.</p> <p>To identify effective word choices in a text.</p> <p>To explain the meaning of words within the text.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases for effect.</p> <p>To identify how language contributes to meaning.</p> <p>To begin to use a dictionary to check the meaning of words they have read.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p> <p>To use a dictionary to check the meaning of words they have read.</p> <p>To link language choices to the effect on the reader.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> <p>To work out the meaning of unknown words from the way they are used in context.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
<p>Inference and Prediction</p>	<p>To suggest how a story might end.</p> <p>To begin to understand 'why' and 'how' questions.</p> <p>To answer 'how' and 'why' questions about their experiences and in response to stories or events.</p>	<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p> <p>To discuss the significance of the title and events.</p> <p>To ask and answer simple questions on the text.</p> <p>To explain what has been read to them.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p> <p>To ask and answer questions based on the text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>

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<p>Range of texts and familiarity</p>	<p>To have some favourite stories, songs, poems or jingles.</p> <p>To listen to and join in with poems and stories.</p> <p>To join in with repeated refrains in rhymes and stories and anticipate key events and phrases.</p> <p>To enjoy an increasing range of books.</p> <p>To listen to stories accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.</p>	<p>To become familiar with some key stories, fairy stories, poems and traditional tales, retelling them and considering their characteristics.</p> <p>To recognise and join in with predictable phrases</p>	<p>To become increasingly familiar with, and retell, a wider range of stories, poems, fairy stories and traditional tales</p> <p>To recognise simple recurring language in stories and poetry</p>	<p>To increase their familiarity with a wide range of books, including stories, myths and legends, poetry and retelling some of these orally.</p> <p>To identify themes and conventions in a wide range of books</p>	<p>To increase their familiarity with a wide range of books, including stories, myths and legends, poetry and retelling some of these orally.</p> <p>To identify themes and conventions in a wide range of books</p>	<p>To increase their familiarity with 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</p> <p>To identify and discuss themes and conventions in and across a wide range of texts.</p>	<p>To increase their familiarity with 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</p> <p>To identify and discuss themes and conventions in and across a wide range of texts.</p>
<p>Poetry and Performance</p>	<p>To listen to and join in with stories and poems, one-to-one and also in small groups.</p> <p>To join in with repeated refrains in rhymes and stories.</p> <p>To use intonation, rhythm and phrasing to make the meaning clear to others.</p> <p>To develop preference for forms of expression.</p> <p>To play cooperatively as part of a group to develop and act out a narrative.</p> <p>To express themselves effectively, showing awareness of listeners' needs.</p>	<p>To recite simple poems by heart.</p>	<p>To continue to build up a repertoire of poems learnt by heart, appreciating these.</p> <p>To recite some poems with some appropriate intonation to make the meaning clear.</p>	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To use appropriate intonation and volume when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry.</p> <p>To prepare and perform poems and show awareness of the audience when reading aloud.</p>	<p>To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>

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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Non-Fiction</p>	<p>To know that information can be relayed in the form of print.</p> <p>To know that information can be retrieved from books and computers.</p>	<p>To understand that non-fiction texts are used for information purposes.</p> <p>To listen to non-fiction texts beyond what they can read independently.</p>	<p>To recognise that non-fiction books are often structured in different ways and explain these.</p> <p>To experience texts that are beyond what they can read independently.</p>	<p>To retrieve and record information from non-fiction texts using organisational features to navigate.</p> <p>To begin to use dictionaries to check the meaning of words that they have read.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information with confidence.</p> <p>To use dictionaries to check the meaning of words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information retrieval.</p>