PHONICS AND READING PROGRESSION GRID

At Leadgate Primary School we aim to foster a love of language and reading and, therefore, attach great importance to enabling our children to become fluent readers whilst promoting reading for enjoyment. We are determined to develop independence and fluency in all readers to ensure a life-long love of reading and ensuring that they can all achieve their full potential across all areas of the curriculum. We approach reading in three different ways; reading for pleasure, reading across the curriculum and teaching reading skills explicitly.

The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading – phonics, decoding and fluency	To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words. To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet. To use phonic knowledge to decode regular words and read them aloud accurately. To read some common irregular words.	Respond speedily with the correct sound to graphemes for all 40+ phonemes, including alternative sounds for graphemes. Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. Read words containing taught GPCs and –s, -es, -ing, -ed, -er and –est endings. Read other words with more than one syllable that contain taught GPCs. To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. Begin to read words with contractions eg: I'm, I'll, we'll.	Read accurately most words of two or more syllables. Read most words containing common suffixes. Read most common exception words. Read words accurately (90%) and fluently without overt sounding and blending. Sound out most unfamiliar words accurately, without undue hesitation. To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. To reread these books to build up fluency and confidence in word reading.	Apply knowledge of root words, prefixes and suffixes to both read aloud and to understand the meaning of new words they meet. Read exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	To apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, - cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.	To read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. Read age-appropriate books with confidence and fluency including whole novels. Read aloud with intonation that shows understanding.
	Listen to stories with increasing attention and recall. Anticipate key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Describe main	Express personal responses, including likes and dislikes; give some reasons linked to own experiences. Simple points from familiar texts are identified and discussed. Discuss new vocabulary and	Express personal responses, including likes and dislikes with reasons, e.g. "She was just horrible like my Gran is sometimes." Use evidence including quotations from or references to text e.g. often	Express personal responses to fiction, non- fiction and poetry. Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions. Be able to locate	Express personal responses to fiction, non- fiction and poetry. Be able to explain the meaning of words in context e.g. using dictionaries or knowledge of spelling conventions. Be able to locate key information	Express personal opinions about a wide range of texts. Identify and discuss the significance of texts that are structured in different ways and for different purposes Ask questions in	Clearly identify the most relevant points, including those selected from different places in the text. Make comments generally supported by relevant textual reference or

Comprehension	story settings, events and principal characters. Enjoy an increasing range of books. Follow a story without pictures or props. Listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. Demonstrate understanding when talking with others about what they have read.	link meanings to what is already known. Check that the text makes sense as they read e.g. self-correction. Discuss the significance of simple text features e.g. title, events.	retelling or paraphrasing sections of the text rather than using it to support comment. Recall straightforward information e.g. names of characters, main ingredients. Be able to answer and ask questions by locating information in texts e.g. about characters, topics. Discuss sequence of events in stories. Simple, most obvious points identified e.g. about information from different places in the text. Understand that non-fiction texts are structured in different ways e.g. this part tells about different things you can do at the zoo. Identify some familiar patterns of language e.g. first, next. Work out meanings of some new vocabulary from context and knowledge of e.g. prefixes (happy/unhappy). Recognise recurring literary language e.g. long ago.	key information for a purpose. Ask questions to improve understanding. Discuss and identify how structure and presentation contribute to meaning.	efficiently, for a purpose. Prepare poems and playscripts to read aloud and to perform, showing understanding through intonation, tone, volume and action e.g. pupils choose own poems linked to theme/topic; use drama or drama techniques to convey meaning; pupils negotiate own roles prior to performance. Ask questions to improve their understanding of a text e.g. pupils ask questions linked to author/purpose/themes/broader learning, "What happened to the girl after the story ended?"; "What was the largest dinosaur that ever lived?" Identify how structure and presentation contribute to meaning e.g. "The wind howled; pupils comment upon the usefulness of diagrams, photos, subheadings.	order to interrogate the text. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context e.g. why the author describes the character as being 'jaded'; pupils re-read to check new meaning in context.	quotation. Comment on structural choices showing some general awareness of authors' craft e.g. "It tells you all the things burglars can do to a house and then the last section explains how the alarm protects you.". Clearly identify various features relating to organisation at text level, including form, with some explanation e.g. "Each section starts with a question as if he's answering the crowd." Distinguish between fact and opinion.
Themes	Show interest in illustrations and print in books and print in the environment. Anticipate key events and phrases in rhymes and stories. Begin to be aware of the way stories are structured. Describe main story settings, events and principal characters. Enjoy an increasing range of books. Follow a story without pictures or props. Recognise familiar words and signs such as own name and advertising logos.	Identify features of familiar texts e.g. "There's always a baddie". Make connections between texts e.g. "This is like a traditional tale because there's an evil witch/a bad wolf." Identify factual texts e.g. "This tells you about animals/houses."	Recognise the main purpose of a text e.g. "It tells you how to …". Show some awareness that writers have viewpoints e.g. "She thinks it's not fair." Identify similarities and differences between fiction and non-fiction e.g. similarities in plot, topic, about same characters. "This book tells you about the young of all cats but this one tells you about each cat separately, this one has lots of little pictures but this one has more writing."	Identify the main purpose of texts e.g. "This book will help us learn about …". Identify author viewpoint with reference to text e.g. "The writer wants us to be afraid of him by saying he has a scar across his face."	Identify and explain the main purpose of texts in relation to the reader e.g. "This book is just to give facts but this one tells us what people think as well." Express personal opinion of writer's viewpoint and effect on the reader. Identify themes in a wide range of texts e.g. triumph of good over evil. Recognise different forms of poetry e.g. free verse, narrative poems. Comment on how writers use conventions to engage the reader e.g. letters, postcards, diaries, maps and contribute to meaning e.g. "The pictures tell a different story."	Make comparisons within and across texts identifying some themes and conventions e.g. "These authors explore friendship but this text shows the unhappiness of one friend whereas in this text both characters are …" Identify purpose and viewpoint of texts.	Make comparisons within and across texts discussing themes e.g. heroism such as Rosa Parks, Grace Darling or fictional characters and conventions e.g. narrative conventions in a range of genre, ballads, news reports. Identify the main purpose and viewpoint within and across genres and overall effect on the reader e.g. social relationships, community, bias. Comment on the differences in author viewpoint of the same event. Some explanation of how context contributes to meaning e.g. how a novel relates to when and where it was written. Identify and comment on features common to different texts or versions of the same text e.g. characters, settings, presentational features.
	To suggest how a story might end. To begin to understand 'why' and 'how' questions. To answer 'how' and 'why' questions about their experiences and in response to stories or events.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.	Use personal experience to connect with texts e.g. a response based on what they personally would be feeling rather than feelings of character in the text. Make plausible predictions based on	Infer characters' feelings, thoughts and motives from their actions e.g. "He wasn't happy there – that's why he ran away." Begin to understand what the writer is implying in a text e.g. "It doesn't say that	Infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence e.g. "There are clues that tell us he wasn't happy there – that's why he ran away." Understand the	Make inferences based on textual evidence e.g. read between the lines and find evidence for the interpretation. Explain inferred meanings drawing on evidence across the	Make inferences based on textual evidence e.g. read between the lines and find evidence for the interpretation. Provide explanations of inferred meanings drawing on

Inference			reading of text e.g. "He's going to run away," or "I think it will tell us how the fire started." Make plausible inferences based on a single point of reference in the text e.g. give reasons for why things happen or characters change, such as, "Henry started to behave because he knew his mum had sweets in her bag" or, "Children had to work all day in the mine – that's why they were scared and tired."	she doesn't like her brother but there are clues." Predict what might happen from details stated and attempt to predict from details implied. Identify main ideas from more than one paragraph e.g. use evidence from across a text to explain events and/or ideas.	difference between what is written and what is implied in a text e.g. What I know … what I think I know. Predict what might happen from both details stated and those implied. Identify main ideas drawn from more than one paragraph and summarise these e.g. use evidence from across a text to explain events and/or ideas such as, "We know that girls weren't treated fairly," or "This chapter lets us know that William would rather be living in England with his dad.	text/s e.g. "They both show dads in different ways; Sarah's dad told lies to cover up what he'd done and the dad in the other story was the opposite; he always told the truth even though he'd go to jail." Predict from details stated and implied and modify predictions in the light of new evidence. Summarise the main ideas drawn from more than one paragraph, identifying some key details that support them e.g. "This chapter is about the way children suffered; it says X and X but the other text presents things differently …".	evidence across the text/s e.g. "Eagles are predators because in every chapter it tells you how animals hide and how small animals get caught. Drawing on a range of evidence from different parts of the text, confidently predict in detail using information stated and implied. Make structured responses by stating the point, finding evidence and explaining ideas. Summarise in depth the main ideas drawn from more than one paragraph, explaining key details that support them.
Language development	To build up vocabulary that reflects the breadth of their experiences. To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books.	Discuss word meanings, linking new meanings to those already known e.g. "Enormous means big." Recognise and join in with predictable phrases, exploring the effects of patterns of language and repeated words and phrases e.g. "Run, run as fast as you can, you can't catch me I'm the Gingerbread Man." Begin to understand how written language can be structured in order e.g. to build surprise in narratives or to present facts in non-fiction. Try out the language they have listened to e.g. through role play, retelling stories. Comment on obvious features of language e.g. rhymes and refrains, significant words and phrases.	Comment on language choices e.g. "slinky" is a good word for a cat. Work out meanings of new vocabulary from context e.g. squashed and squeezed and knowledge of e.g. prefixes, unhappy. Recognise patterns of literary language e.g. once upon a time, first, next, last.	Understand how language in different texts appeals to readers. Identify features that writers use to provoke readers' reactions e.g. descriptive and emotive language. Understand how writers use figurative and expressive language to create images and atmosphere. Discuss how language is used to create emphasis, humour, atmosphere or suspense.	Identify words or phrases that capture their interest and imagination e.g. "I like 'maze of hills'; it makes me think of a mysterious place". Discuss how shades of meaning can affect understanding e.g. 'Desperately fast' might mean they are running from something. Explore the origins of words within texts read. Demonstrate understanding of figurative language e.g. in discussion, children find examples and comment on impact.	Understand how word meanings change when used in different contexts. Recognise nuances in vocabulary choices. Understand how writers use language for comic and dramatic effect. Recognise rhetorical devices e.g. those used to argue, persuade, mislead and sway the reader.	Work out the meaning of words in context. Evaluate how authors use language and its effect on the reader. Evaluate the impact of figurative language including its effect on the reader. Understand and use appropriate terminology to discuss texts e.g. metaphor, simile, analogy, imagery, style and effect