



Reading Progression 2023 Being a READER

NC level	Book Band	Year /Term	Phonics	Decoding text	Comprehending text	Responding to text/analysing
				<i>Skills to be taught in each term in italics</i> Knowledge to be learnt in bold	<i>Skills to be taught in each term in italics</i> Knowledge to be learnt in bold	<i>Skills to be taught in each term in italics</i> Knowledge to be learnt in bold
	Lilac	Year R Term 1	Phase 1	Will be able to /will know <ul style="list-style-type: none"> hear and say the initial sound in words. segment the sounds in simple words and blend them together know which letters represent some of the sounds they can hear 	Will be able to /will know <ul style="list-style-type: none"> retell a simple past event in correct order (e.g. went down, slide, hurt finger). Know that information can be retrieved from books and computers. 	Will be able to /will know <ul style="list-style-type: none"> tell you some of their favourite stories, rhymes, songs, poems or jingles. look at books independently. Know how to handle books carefully.
ELG Em	Pink A	Year R Term 2	Phase 2	Will be able to /will know <ul style="list-style-type: none"> point and look carefully at each word as they read segment the sounds in simple words and blend them together blend to read VC words that contain Phase 2 letters know which letters represent some of the phase 2 sounds 		Will be able to /will know <ul style="list-style-type: none"> locate title opens the front cover turns the pages one at a time Know the title is on the front cover
ELG Em	Pink B			Will be able to /will know <ul style="list-style-type: none"> blend to read VC words that contain Phase 2 letters blend to read CVC words that contain Phase 2 letters read some words without overt sounding and blending after a few encounters in the text recognises and reads Phase 2 tricky words know that graphemes represent a phoneme and the more connections the reader makes, the more independent they can be. knows - he, to, I, no go by sight Knows all phase 2 grapheme/phonemes 	Will be able to /will know <ul style="list-style-type: none"> use what they already know to make predictions answer simple questions about the text demonstrate understanding of what they have read know that they need to listen to what is being read to gain an understanding of it 	Will be able to /will know <ul style="list-style-type: none"> to show a basic understanding of the elements of stories, such as main characters, sequence of events and openings. know that listening to a text several times increases enjoyment and understanding. know that characters in stories sometimes do and feel the same things as the reader.



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ELG Ex	Red A	Year R Term 3	Phase 3	<p>Will be able to /will know</p> <ul style="list-style-type: none"> blend to read CVC words that contain Phase 3 graphemes read some words without overt sounding and blending after a few encounters in the text notice some errors when reading and sometimes self-corrects know all phase 3 grapheme/phonemes 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> demonstrate an understanding of what they have read locates and recall title sequences a simple story or event show an understanding of the elements of stories, such as main character, sequence of events and openings recall information from a non-fiction text to answer questions about where, who, why and how know that the reader can use what they already know to suggest what might happen next. 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> retell narratives in correct sequence, drawing on language patterns of stories say what they like about a book know that some texts are more interesting and enjoyable than others
			Phase 4	<p>Will be able to /will know</p> <ul style="list-style-type: none"> notice errors when reading and sometimes self-corrects sometimes re-reads words, phrases or sentences to support their understanding know that written text can be read to sound like spoken language. Knows they do not need to sound out familiar words knows he, she, we, me, be, was, they, my, you, her, all, are, by sight 		
Y1 E	Yellow A, B	Year 1 Term 1	Phase 4	<p>Will be able to /will know</p> <ul style="list-style-type: none"> read words that contain Phase 2 & 3 graphemes reads words containing adjacent consonants reads words together in phrases e.g. the man, "Look," said Mum knows by sight - some, one, said, come, do, so, were, when, have, there, out, like, little, what knows what a digraph is 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> demonstrate understanding of what they have read retell a story in detail predicts in more detail explain clearly their understanding of what is read to them. Know that some words or phrases will need clarifying if they are not understood in text that is heard or read. 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> say how they feel about stories and poems explore texts beyond those they can decode themselves in order to further develop language comprehension processes Know how to participate in discussion about what is read to them by taking turns and listening to what others say.
Y1 E+	Yellow B, C					
Y1 D	Blue A, B	Year 1 Term 2	Phase 5	<p>Will be able to /will know</p> <ul style="list-style-type: none"> read words that contain Phase 5 graphemes read words containing vowel and consonant digraphs 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> check that they understand what they are reading reads with more fluency (pace, phrasing, intonation) when re-reading a text 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> explore texts beyond those they can decode themselves in order to further develop language comprehension processes



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Y1 D+	Blue B, C	Year 1 Term 3	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>read accurately by blending sounds in unfamiliar words containing GPCs that have been taught</i> • <i>read words with more than one syllable that contain taught GPCs e.g. en/joy van/ish</i> • <i>read words containing taught GPCs and -s, -ing, -ed and -er endings</i> • know that graphemes can represent more than one phoneme and the context helps the reader to decide the correct pronunciation. 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>use background knowledge and vocabulary provided by the teacher to support their understanding</i> • knows to check that they understand what they are reading • knows punctuation carries meaning in the text and helps understanding. 	<ul style="list-style-type: none"> • Listens to others and shares their own opinions when discussing a text • Knows prior knowledge and information in the text will help to make sensible predictions
Y1 S Y1 S+	Green A, B Green B, C		<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>read accurately by quickly blending sounds in unfamiliar words containing GPCs that have been taught</i> • <i>use phonic knowledge and understanding of the text to try alternative pronunciations to read unfamiliar words</i> • <i>read words with more than one syllable that contain taught GPCs e.g. en/joy, van/ish</i> • <i>read words with contractions e.g. let's, I'll and</i> • knows that the apostrophe in a contraction represents the omitted letter(s) • know that words can be read at a glance and by noticing different parts (e.g. graphemes, syllables, suffixes) • know that reading words at a glance and using punctuation to read in phrases, leads to fluent reading. • knows by - sight water, where, who, again, thought, through, work, many, laughed, because, any, friends, once, please 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>discuss the meaning of words accurately decoded but not initially understood</i> • <i>predict what might happen based on what has been read so far</i> • <i>check that they understand what they are reading</i> • <i>talk about what happened in the text</i> • <i>link what they have read to their own experiences</i> • <i>explain clearly their understanding of what is read to them.</i> • know that re-reading parts of text that required some slow decoding can increase fluency and understanding. • know that prior knowledge as well as information in the text can help the reader make sensible predictions about what might happen. • know that remembering key points from what has been read helps the reader understand a text. 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>discuss characters, main events and key points in more detail</i> • <i>compare similar characters and events in a range of different texts</i> • <i>participate in discussion about what is read to them, taking turns and listening to what others say.</i> • know that role play helps the reader retell the events of a text in order. • know that readers can show what they have understood about a text by answering questions. • know that the reader's experiences help them to understand events and characters in text. • know that language in text differs from spoken language. • know that the reader can understand why things happen, and why a character feels or behaves in a certain way even though it is not written down. • Know a range of stories well enough to retell them confidently



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Y2 E	Orange A, B	Year 2 Term 1	Phase 5	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>read most words accurately without overt sounding and blending</i> • <i>read each syllable of an unknown multisyllabic word separately and combines to read the word</i> e.g. 'tour/na/ment – tournament' • Knows all year 1 CEW by sight • Know some year 2 CEW by sight 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>discuss the sequence of events in the text</i> • <i>read longer phrases and more complex sentences with fluency</i> • <i>makes inferences based on what is being said and done in the text</i> • know they must ask questions to support their understanding • know to support their understanding they must think about what has already been read 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>develop pleasure in reading</i> • <i>compare similar characters and events in a range of different texts</i> • <i>Listen to, discuss and express 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.</i> • know that characters and events in stories can be similar to those in other texts. • know some authors.
Y2 E+	Turquoise A			Year 2 Term 2	Phase 6	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>read most words accurately without overt sounding and blending</i> • <i>read words containing common suffixes</i> • <i>read with more fluency on the first read</i> • Knows they must understand what they are reading • Knows to go back and when it doesn't make sense • Knows that inaccurate reading leads to a lack of understanding of the text
Y2 D	Turquoise B					



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Y2 D+	Purple A, B	Year 2 Term 3	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>read most words accurately without overt sounding and blending</i> • <i>read with fluency on the first read</i> • <i>take note of punctuation and use it to keep track of longer sentences</i> • know that the more a reader quickly recognises parts of a word, e.g. syllables, prefixes, the more independent and fluent they can be as a reader. • know that recognising a wider range of punctuation and reading with appropriate pace, intonation and expression supports understanding. 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>reread parts of the text to help understanding</i> • <i>ask questions about the text then read on to find out the answers</i> • <i>explain what has happened so far in the text</i> • know that accurate decoding does not always result in understanding and it is sometimes important to re-read parts of text. • know that comparing similar characters and events in a range of different texts increases understanding. • know that wondering and asking questions can help the reader develop a deeper understanding of characters and events. 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>discuss cause and effect in stories and non-fiction e.g. why a character behaves a certain way</i> • know why they have chosen the book they want
Y2 S	Gold A, B		<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>read most words accurately without overt sounding and blending</i> • <i>read with pace and expression consistently, taking notice of punctuation</i> • <i>use morphology to understand unknown words i.e. unlock – un- meaning ‘not’</i> 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>talk about the meaning of more complex vocabulary and its impact on the reader, when asked by an adult</i> • <i>give the key points to summarise a text</i> • know that some of the things the reader knows about characters or events even though they are not written down can help them predict what might happen. • know that words and phrases can have more than one meaning but one will make sense in the context of the text. • know that the reader can use ideas from the text and their own experience to explain why things happen and why a character might behave or feel a certain way, even though it is not written down. 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>discuss why the author has chosen different words and phrases. E.g. to create humour, images and atmosphere</i> • <i>say why they would or wouldn't recommend this book to others</i> • <i>talk about why they would or wouldn't recommend this book to others</i> • <i>listen to, discuss and express 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.</i> • Know that discussing texts that are read or heard increases understanding and enjoyment. • Know that drama helps the reader develop a deeper understanding of characters and events. • Know that language in text can have an emotional impact on the reader.



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Y2 S+	White extension A, B		<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>read silently most of the time, adjusting speed of reading to suit material and monitoring the precise meaning</i> • <i>use a range of strategies to tackle unfamiliar words</i> • <i>notice spelling patterns of unfamiliar words</i> • <i>read and understand books without illustrations</i> 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>discusses the actions of the main characters and justify views using evidence from the text</i> • to know and makes use of blurbs, chapter headings, glossaries, indexes and procedural texts to search for and locate information quickly and accurately • Know that linking the key points across text helps the reader to understand. • Know that readers need to identify what the question is asking for and retrieve evidence from the text when answering literal and inferential questions. 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>express reasoned opinions about what is read, make plausible predictions and compares texts</i> • <i>discuss the actions of the main characters and justify views using evidence from the text</i>
Y2 S+	Lime extension A, B		<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>read silently most of the time, monitoring precise meaning</i> • <i>rerun to make different interpretations of dialogue, more complex sentences and unfamiliar language</i> 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>sustain interest in longer texts, returning to them easily after a break</i> • <i>recognise text types, predicts layout and general content.</i> • Know how to make use of chapter headings, indexes to search and find information quickly and accurately 	<p>Will be able to /will know</p> <ul style="list-style-type: none"> • <i>explore underlying themes and ideas making clear reference to the text</i> • <i>identify where language is used to create mood or build tension</i> • <i>investigate and identify the lifestyles and voice of a range of different text types</i>