



Burlish Park Primary School

English Reading Curriculum Progression

	Early Years		KS1	
	Nursery 30-60 months	Reception 40-60 months ELG bold	Year 1	Year 2
Decoding	<ul style="list-style-type: none"> knows information can be relayed in the form of print. recognises familiar words, signs, logos. 	<ul style="list-style-type: none"> uses phonic knowledge to decode regular words and read them aloud accurately begins to read simple sentences. read some common irregular words 	<ul style="list-style-type: none"> apply phonic knowledge to decode words speedily read all 40+ letters/groups for 40+ phonemes read accurately by blending taught GPC read common exception words read common suffixes (-s, -es, -ing, -ed, etc.) read multisyllable words containing taught GPCs read contractions and understanding use of apostrophe read aloud phonically-decodable texts 	<ul style="list-style-type: none"> secure phonic decoding until reading is fluent read accurately by blending, including alternative sounds for graphemes read multisyllable words containing these graphemes read common suffixes read exception words, noting unusual correspondences read most words quickly & accurately without overt sounding and blending
Range of Reading	<ul style="list-style-type: none"> listens to and joins in with stories and poems. shows interest in illustrations, print in books and print in the environment. 	<ul style="list-style-type: none"> enjoys an increasing range of books 	<ul style="list-style-type: none"> listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently being encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> 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
Familiarity with texts	<ul style="list-style-type: none"> beginning to become aware of the way 		<ul style="list-style-type: none"> becoming very familiar with key stories, fairy stories and 	<ul style="list-style-type: none"> becoming increasingly familiar with and retelling a



Burlish Park Primary School English Reading Curriculum Progression

	stories are structured and end		traditional tales, retelling them and considering their particular characteristics • recognising and joining in with predictable phrases	wider range of stories, fairy stories and traditional tales • recognising simple recurring literary language in stories and poetry
Poetry & Performance	<ul style="list-style-type: none"> join in with repeated refrains and anticipates key events and phrases in rhymes and stories 		<ul style="list-style-type: none"> learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear
Word meanings	<ul style="list-style-type: none"> knows that print carries means and is read from left to right 	<ul style="list-style-type: none"> demonstrate understanding when talking with others about what they have read. 	<ul style="list-style-type: none"> discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases
Understanding	<ul style="list-style-type: none"> describes main story setting, events and characters beginning to understand why and how questions 	<ul style="list-style-type: none"> follow a story without pictures or prompts listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions answer how and why questions in response to stories independently read and understand simple sentences 	<ul style="list-style-type: none"> drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> discussing the sequence of events in books and how items of information are related drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading
Inference			<ul style="list-style-type: none"> discussing the significance of the title and events making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> making inferences on the basis of what is being said and done answering and asking questions



Burlish Park Primary School English Reading Curriculum Progression

Prediction			<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> • predicting what might happen on the basis of what has been read so far
Authorial Intent				
Non-fiction		<ul style="list-style-type: none"> • knows that information can be retrieved from books and computers. 	<ul style="list-style-type: none"> • listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher 	<ul style="list-style-type: none"> • being introduced to non-fiction books that are structured in different ways
Discussing reading		<ul style="list-style-type: none"> • talk with others about what they have read 	<ul style="list-style-type: none"> • participate in discussion about what is read to them, taking turns and listening to what others say • explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> • participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and listening to what others say • explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves



Burlish Park Primary School
English Reading Curriculum Progression

	KS2			
	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> • apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet
Range of Reading	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books 	<ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • reading books that are structured in different ways and reading for a range of purposes • making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally • identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> • increasing 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 • identifying and 	<ul style="list-style-type: none"> • increasing 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 • identifying and discussing



Burlish Park Primary School
English Reading Curriculum Progression

			discussing themes and conventions in and across a wide range of writing	themes and conventions in and across a wide range of writing
Poetry & Performance	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry 	<ul style="list-style-type: none"> • preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action • recognising some different forms of poetry 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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
Word meanings	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> • using dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> *discuss their understanding of the meaning of words in context – finding other words which are similar * 	<ul style="list-style-type: none"> explore finer meanings of words *show, discuss and explore their understanding of the meaning of vocabulary in context
Understanding	<ul style="list-style-type: none"> • checking that the text makes sense to them, reading to the punctuation and usually re-reading or self-checking. discussing their understanding and explaining the meaning of words in context, explain events; describe a character's actions *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and 	<ul style="list-style-type: none"> • checking that the text makes sense to them, reading to the punctuation and habitually re-reading discussing their understanding and explaining the meaning of words in context, describe a sequence of events; the way a character changes through the story etc... *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these 	<ul style="list-style-type: none"> • 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 and distinguish fact from opinion with some accuracy and awareness of ambiguity • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas 	<ul style="list-style-type: none"> • checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context distinguish between fact and opinion accurately and discuss ambiguity between the two • asking questions to improve their understanding • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas



Burlish Park Primary School
English Reading Curriculum Progression

	summarising these			
Inference	<ul style="list-style-type: none"> infer characters' feelings, thought and motives from their stated actions. <i>Justify inferences by referencing a specific point.</i> ask and answer questions appropriately including some simple inference questions based on characters feelings, thoughts, and motives. <p>*see end for example question stems for each year group.</p>	<ul style="list-style-type: none"> infer characters' feelings, thoughts and motives from their stated actions with developing independence. <i>Consolidate the skill of justifying inferences by using more than one piece of evidence to justify.</i> Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives. 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <i>Make inferences about actions, feelings, events or states.</i> <i>Use figurative language to infer meaning.</i> <i>Give one or two pieces of evidence to support the point made.</i> <i>Begin to draw evidence from more than one place across the text.</i> 	<ul style="list-style-type: none"> drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). discuss how characters change and develop through texts by drawing inferences based on indirect clues.
Prediction	<ul style="list-style-type: none"> predicting what might happen from details stated and implied <i>Justify predictions using evidence from the text</i> 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied <i>Use relevant prior knowledge as well as details from the text to from predictions and to justify them.</i> 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied <i>Support predictions with relevant evidence from the text.</i> <i>Confirm and modify predictions as they read on.</i> 	<ul style="list-style-type: none"> predicting what might happen from details stated and implied <i>Support predictions by using relevant evidence from the text.</i> <i>Confirm and modify predictions in light of new evidence.</i>



Burlish Park Primary School


English Reading Curriculum Progression

	<i>Monitor predictions and compare them with the text when reading on.</i>			
Authorial Intent	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> • discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning <p><i>Recognise authorial choices and discuss the purpose of these.</i></p>	<ul style="list-style-type: none"> • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader using technical terminology such as metaphor, simile, analogy imagery, style and effect. <ul style="list-style-type: none"> • give reasons for authorial choices 	
Non-fiction	<ul style="list-style-type: none"> • retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • use all the organisational devices available within a non fiction text to retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> • distinguish between statements of fact and opinion • retrieve, record and present information from non-fiction
Discussing Reading	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and debates, 	<ul style="list-style-type: none"> • recommending books that they have read to their peers, giving reasons for their choices • participate in discussions about books, building on their own and others' ideas and challenging views courteously • explain and discuss their understanding of what they have read, including through formal presentations and



Burlish Park Primary School
English Reading Curriculum Progression

		*provide reasoned justifications for their views	debates, *provide reasoned justifications for their views
--	--	---------------------------------------------------------	-----------------------------------------------------------

<p>Year 3</p> 	<p>What do you think ... means? Why do you think that? Why do you think? Can you explain why? How do you think? What do these words means and why do you think the author chose them? Find and copy a group of words that show..? How does the description of ... show that they are? Who is telling the story? Why has the characters done this at this time?</p>
<p>Year 4</p>	<p>What do you think means? What do you think that? Could it be anything else? I think Do you agree? Why/why not? How do you think? Can you explain why? Based on two different pieces of evidence? What do these words mean and why do you think that the author chose them? Find and copy a group of words which show.....? What impression of ... do you get from this paragraph?</p>
<p>Year 5</p>	<p>As above Why do you think the author decided to...? Can you explain why...? Can you give me evidence from somewhere else in the text? What do these words means and why do you think that the author chose them? How does the author make you feel? What impression do you get from these paragraphs?</p>
<p>Year 6</p>	<p>As above How do other people's descriptions of... show that? Where else in the text can you find the answer to that question?</p>

Burlish Park Primary School
English Reading Curriculum Progression