



## Howley Grange Reading Progression 2024-2025

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Range of reading</b>	Listen to, discuss and enjoy a wide range of rhymes, poems, stories and non-fiction at a level beyond that at which can be read independently.	Listen to, discuss and enjoy a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently.	Listen to, discuss, enjoy and express their views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently.	Listen to, read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference or textbooks. Read books that are structured in different ways. Read for a range of purposes.	Listen to, read, discuss and enjoy a wide range of fiction, poetry, plays, non-fiction and reference or textbooks. Read books that are structured in different ways. Read for a range of purposes.	Read, discuss and enjoy an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks. Read books which are structured in different ways. Read for a range of purposes.	Read, discuss and enjoy an increasingly wide range of fiction, poetry, plays, non-fiction and reference or textbooks. Read books which are structured in different ways. Read for a range of purposes.
<b>Decoding skills</b>	<b>Word Reading</b> 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.	Read aloud phonically decodable books. Respond speedily with the correct sound to graphemes for the 40+ phonemes, including alternative sounds. Apply phonic knowledge and skills to decode words. Blend sounds accurately to read unfamiliar words containing taught GPCs. Read words of more than one syllable containing taught GPCs. Read words containing taught GPCs and ending in -s, -es, -ing, -ed, -er, -est. Read words with contractions. Know an apostrophe represents the omitted letter(s) in a contracted word. Read the Y1 common exception words.	Apply phonic knowledge and skills to decode words until reading is fluent. Read accurately by blending taught graphemes, including alternative sounds for graphemes. Read words of two or more syllables containing alternative sounds for taught graphemes. Read words ending in common suffixes. Read and understand the meaning of all the Y2 common exception words, identifying any unusual links between spelling and sound.	Use a knowledge of root words to read aloud and understand the meaning of words. Use a knowledge of prefixes to read aloud and understand the meaning of words. Use a knowledge of suffixes to read aloud and understand the meaning of words. Read and understand the meaning of selected words in the Y3 and Y4 word list.	Use a knowledge of root words to read aloud and understand the meaning of words. Use a knowledge of prefixes to read aloud and understand the meaning of words. Use a knowledge of suffixes to read aloud and understand the meaning of words. Read and understand the meaning of all the words in the Y3 and Y4 word list.	Use a knowledge of root words to read aloud and understand the meaning of words. Use a knowledge of prefixes to read aloud and understand the meaning of words. Use a knowledge of suffixes to read aloud and understand the meaning of words. Read and understand the meaning of selected words in the Y5 and Y6 word list.	Use a knowledge of root words to read aloud and understand the meaning of words. Use a knowledge of prefixes to read aloud and understand the meaning of words. Use a knowledge of suffixes to read aloud and understand the meaning of words. Read and understand the meaning of all the words in the Y5 and Y6 word list.
<b>Reading fluency</b>		Read aloud phonetically decodable books several times to develop fluency and confidence as a reader.	Read aloud books closely matched to an improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Read most familiar words quickly and accurately without overt sounding and blending. Read aloud phonetically decodable books several times to develop fluency and confidence as a reader. Show a growing awareness of punctuation when reading aloud.	Read a range of age-appropriate texts aloud with increasing confidence and expression. Begin to read silently for a short amount of time. Take note of a wider range of punctuation when reading aloud.	Read aloud clearly from age-appropriate texts, using intonation and expression. Begin to read silently for sustained amounts of time.	Read aloud fluently, using punctuation, expression and intonation showing awareness of the audience. Read silently for longer periods of time, using a range of strategies to read and understand the text.	Read aloud effortlessly and with expression, showing appreciation of the audience and purpose. Read silently for a sustained amount of time, showing a good understanding of what has been read.
<b>Familiarity and enjoyment of texts</b>	Become familiar with key stories, fairy stories and traditional tales.	Become familiar with key stories, fairy stories and traditional tales and know their characteristics. Recognise and join in with predictable phrases in a story or poem. Choose a book to read independently.	Know and retell a wide range of familiar stories, fairy stories and traditional tales. Recognise simple recurring language in stories and poetry. Give reasons for choosing particular books to read or listen to.	Know familiar stories and tales (including fairy stories, myths, legends and tales from other cultures) and retell some orally. Explore the idea of story themes in a range of books. Explore conventions within a range of books. Choose books to read, explaining why particular books or authors are liked/disliked.	Know familiar stories and tales (including fairy stories, myths, legends and tales from other cultures) and retell some orally with increased detail. Explore themes in more detail in a wide range of texts. Explore conventions within a wider range of texts. Choose books to read independently, explaining choices by referring to details and examples in the text.	Be familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from their literacy heritage and books from other cultures and traditions. Identify the purpose for reading and use a suitable strategy. Identify, compare and discuss themes within and across a range of texts. Identify, compare and discuss the conventions of different types of texts. Choose books to read, based on favourite authors, genres and peer recommendations. Recommend books for others to read, giving reasons for the choices.	Be familiar with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from their literacy heritage and books from other cultures and traditions. Identify the purpose for reading and choose the most effective strategy. Identify, compare and discuss more complex themes within and across a range of texts. Identify, compare and discuss the conventions of different types of texts. Choose books to read that challenge and develop reading skills. Give detailed recommendations of books for others to read.
<b>Poetry and plays</b>	<b>Being Imaginative and Expressive</b> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others.	Listen to and enjoy rhymes and poems. Recite some rhymes and poems by heart.	Know a range of poems learnt by heart. Recite poems using appropriate intonation to make the meaning clear.	Recognise and compare different forms of poetry. Prepare poems and playscripts to read aloud. Perform poems and playscripts, beginning to use appropriate intonation, tone, volume and action.	Recognise and compare a wider range of different forms of poetry. Prepare poems and playscripts to read aloud. Perform poems and playscripts using appropriate intonation, tone, volume and action.	Prepare and rehearse poems and plays to read aloud and perform. Perform poems and plays using intonation, tone and volume to make the meaning clear to the audience. Know a wide range of poetry by heart.	Prepare and rehearse poems and plays to read aloud and perform. Perform poems and plays using intonation, tone and volume to make the meaning clear to the audience. Know a wide range of poetry by heart.
<b>Understanding and discussing texts 2f/2h</b>	<b>Comprehension</b> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate – where appropriate – key events in stories. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during roleplay.	Use personal experiences, background information and given vocabulary to understand and answer questions about a text. Check that a text makes sense as it is read. Self-correct when reading a text aloud. Take turns when discussing poems and books and listen to what others say. Clearly explain their understanding of what is read aloud or listened to.	Use what is already known, background information and given vocabulary to understand and answer questions about a text. Check that the text makes sense as it is read. Self-correct when reading a text aloud. Discuss the sequence of events or information in books and how they are linked. Take turns when discussing reading, listening carefully to what others say. Explain and discuss their understanding of poems or texts read or listened to.	Check that a text makes sense as it is read aloud, making self-corrections where necessary. Take turns when discussing books, listening carefully to what others say. Explain and discuss their understanding of a text with others. Ask a variety of questions to help improve understanding of the text.	Check that a text makes sense as it is read, taking steps to retrieve the meaning if it is lost. Take turns when discussing books, listening carefully to what others say. Explain and discuss their understanding of a text with others. Ask a variety of retrieval, prediction and inference questions to improve understanding of the text.	Check that the text makes sense as it is read aloud, using a range of strategies to retrieve meaning if it is lost. Discuss and explain what has been read to show understanding. Contribute to group discussions about a text by expressing views and giving reasons. Show understanding of what has been read through presentations and debates. Make comparisons within and across texts. Ask a variety of questions to improve understanding as the text develops.	Check that the text makes sense as it is read aloud, using a range of strategies to retrieve meaning if lost. Discuss and explain what has been read and show understanding through presentations and debates. Participate in group discussions about a text, challenging the views of others’ respectfully. Provide reasoned justifications for views during discussions of a text. Make comparisons within and across texts. Ask a variety of questions to deepen understanding of a text.
<b>Vocabulary 1a/2a</b>	<b>Being Imaginative and Expressive</b> Invent, adapt and recount narratives and stories with peers and their teacher.	Discuss the meaning of words, linking new meanings to words already known.	Discuss and clarify the meaning of words using the context of the sentence, known vocabulary and picture clues to help.	Discuss and explain the meaning of new words using the context of the sentence. Use dictionaries and glossaries to find and check the meaning of words.	Explain the meaning of words using the context of the sentence and subject of the text. Use dictionaries and glossaries to find and check the meaning of words.	Explore the meaning of new words by ‘reading around the word’ and investigating its meaning in context. Use dictionaries and glossaries to find and check the meaning of words.	Explore the meaning of new words by investigating its meaning in context. Use dictionaries and glossaries to find and check the meaning of words.
<b>Inference 1d/2d</b>	<b>Listening, Attention and Understanding</b> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding.	Make simple inferences about characters’ feelings and actions using what they say and do. Make inferences about a book from its title.	Make inferences about characters’ feelings and actions based on what is being said and done. Give simple reasons for any inferences made.	Make inferences about characters’ feelings, thoughts and motives from their actions. Justify inferences made giving a simple reason from the text, beginning to use a Point + Evidence response.	Make inferences about characters’ feelings, thoughts and motives from their actions. Justify inferences made using evidence in the text, using a Point + Evidence response.	Make inferences about characters’ feelings, thoughts and motives from their actions. Give a piece of evidence to support the inferences made, using a Point + Evidence response.	Make inferences about characters’ feelings, thoughts and motives from their actions. Give at least one piece of evidence to support each inference made, using a Point + Evidence response.
<b>Prediction 1e/2e</b>		Make simple predictions based on what has been read so far and what is already known or has been told.	Predict what might happen using their own knowledge and what has happened so far, giving simple reasons.	Make predictions based on the details stated, giving reasons from the text.	Make predictions based on what has been stated so far and what is implied in the text, using evidence from the text.	Make predictions supported by relevant clues and evidence (either direct, implied or both) from the text.	Make predictions using direct and implied evidence from the text, justifying with evidence from the text.
<b>Explaining authorial intent 2f,2g,2h</b>	<b>Speaking</b> Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.		Identify and discuss favourite words and phrases from a text or poem.	Discuss words and phrases used to catch the reader’s attention and imagination. Identify how language, structure and presentation contribute to the understanding of a text.	Identify and discuss words and phrases used to capture the reader’s interest and imagination. Identify how language, structure and presentation contribute to the understanding of a text.	Discuss and explain the effect of an author’s or poet’s use of language and begin to suggest reasons why this choice was made. Identify how language, structure and presentation contribute to the meaning of a text.	Discuss and explain the effect of an author’s or poet’s use of language and suggest reasons why this choice was made. Identify how language, structure and presentation contribute to the meaning of a text.
<b>Retrieval (including non-fiction texts) 1b/2b</b>	Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.	Recall information from non-fiction texts by answering simple who, what, where, how and when questions. Know some features of non-fiction books and how these help to find information in the text.	Answer retrieval questions about what has been read or listened to. Describe how non-fiction books are structured in different ways. Locate information using features of non-fiction texts.	Begin to generate questions to help to guide research. Locate and use the features of information texts to help retrieve information. Begin to use skimming to gain an overall understanding of a text. Begin to use scanning to retrieve relevant information. Begin to record information from non-fiction texts orally, using simple graphics or in writing.	Create questions to guide independent research. Use a knowledge of how non-fiction texts are structured and organised to locate information. Skim a text to gain an indication of its content. Retrieve information by scanning a text for key words and phrases. Record relevant information from non-fiction texts in a variety of ways.	Prepare for research by considering what is already known and what needs to be found out. Scan and skim texts to retrieve information. Retrieve information using knowledge of the structure and organisational devices used in the text type. Record and present information found during research in different ways. Distinguish between statements of fact and opinion.	Prepare for research by considering what is already known and formulating questions to answer. Skim and scan across a range of texts. Retrieve information using knowledge of the structure and organisational devices used in the text type. Record and present information found during research effectively. Distinguish between statements of fact and opinion.
<b>Sequencing / Summarising 1c/2c</b>		Retell and order events in familiar stories and tales.	Retell and order events from a wider range of stories and tales.	Give a brief verbal summary of what has been read or listened to. Identify the key idea of each paragraph in a text.	Identify and summarise the main ideas from more than one paragraph verbally and, with support, in writing.	Summarise the main ideas from more than one paragraph in a text orally and in writing.	Summarise the main ideas from a text, identifying key details to support this.
<b>Terminology to use and embed</b>	word, letter, sentence, book, cover, page, story, rhyme, why, what, how	(including previous year’s) phoneme, grapheme, blend, segment, sound, suffix, syllable, contraction, apostrophe, author, fiction, non-fiction, poem, repeating, character, fairy story, tale, beginning, middle, end, predict, describe, title, contents page, diagram, labelled	(including previous years’) setting, plot, rhythm, beats, narrator, chapter, pattern, illustrator, poetry, favourite, sequence, poetry, favourite, setting, event, retell, phrase, punctuation, heading, sub heading, bullet points, glossary, diagram, chart, repetition, story map	(including previous years’) root word, prefix, myth, legend, fable, moral, play, reference book, script, scene, act, narrative, hook, dialogue, hero, villain, full stop, question mark, exclamation mark, comma, theme , retrieve, skim, scan, index page, dictionary, reason, paragraph, layout, organised, blurb, key words, key idea, theme, text boxes, page numbers	(including previous years’) metaphor, genre, onomatopoeia, point of view, resolution, intonation, expression, preferences, compare, contrast, summary, rehearse, context, expression, evidence, hyperlinks, icons, key features, tone of voice, evidence, language, limerick, riddle, calligram, classic poem, narrative poem, alliteration, haiku	(including previous years’) figurative language, humour, free verse, rap, rhyming couplet, personification, imagery, fact, opinion, purpose, impact, caption, rhetorical question, simile, presentation, debate, parenthesis, noun phrases, justify	(including previous years’) style, biography, autobiography, tragedy, comedy, justify, recommendation, expressive language, kenning, justification, personification, analogy, etymology, morphology