



Reading Progression
Year 2 – Year 6

Class	Autumn Term	Spring Term	Summer Term
Class 1	<p>The Story of Frog Belly Rat Bone (F/P)</p> <p>Eddie's Garden and How to Make Things Grow (F)</p> <p>The Amazing Life Cycle of Plants (NF)</p> <p>Once Upon a Wile Wood (F)</p> <p>The Glass Maker's Daughter (F)</p>	<p>The Secret's of the Tattered Shoes by Jackie Morris (F)</p> <p>The Owl and the Pussycat (P)</p> <p>The Wolf's Story by Toby Forward (F)</p> <p>The Three Little Wolves and the Big Bad Pig by Eugene Trivizas (F)</p> <p>The True Story of the Three Little Pigs by Jon Scieszka (F)</p> <p>Revolting Rhymes by Roald Dahl (P)</p>	<p>The Sea Book by Charlotte Milner (NF)</p> <p>Sharks and Other Sea Creatures by DK (NF)</p> <p>A First Book of the Sea by Nicola Davies</p> <p>One World, Our Chance to Save the Planet by Michael Foreman (F)</p> <p>The Real Boat by Marine Aromshtam (F)</p> <p>The Great Fire of London by Izzi Howell (NF)</p> <p>The Great Fire of London by Emma Adams</p> <p>The Baker's Boy and The Great Fire of London by Tom and Tony Bradman (F)</p> <p>The Great Fire, A City in Flames by Ann Turnbull (NF)</p>
Class 2	<p>Rocks and Minerals (NF)</p> <p>Forces and Magnets (NF)</p> <p>The Robot and the Bluebird (F)</p> <p>The Tin Forest by Helen Ward(F)</p> <p>The Wild Robot by Peter Brown (F)</p> <p>Force That is Friendship by Katie Prescott (P)</p> <p>Forces of Nature by Jane Goulbourne (P)</p>	<p>Leon and the Place in Between by Graeme Baker Smith (F)</p> <p>Charlotte's Webby E.B White (F)</p> <p>Varjak Paw by F.S Said (F)</p> <p>Hot Like Fire and Other Poems by Valerie Bloom (P)</p> <p>Why the Whales Came by Michael Morpurgo (F)</p> <p>Wild World by Angela McAllister (P)</p> <p>Wild in the Streets by Marilyn Singer (P)</p>	<p>Habitats (NF)</p> <p>When the Mountains Roared by Jess Butterworth (F)</p> <p>The World of Whales by Darcy Dobell (F)</p> <p>King of the Cloud Forests by Michael Morpurgo (F)</p> <p>Rivers and Mountains (NF)</p> <p>Where the Mountain Meets the Moon by Grace Lin (F)</p>
Class 3	<p>Planets [Eyewitness] (NF)</p> <p>A Poem for Every Night of the Year edited by Allie Esiri (P)</p> <p>The Infinite Lives of Maisie Day by Christopher Edge (F)</p> <p>The War of the Worlds by H.G Wells (F)</p> <p>The Guardian Newspaper Extracts (NF)</p> <p>Wonderland – Alice in Poetry edited by Michaela Morgan (P)</p> <p>The Storm Keeper's Island by Catherine Doyle (F)</p>	<p>Skysong by Abbie Elphinstone (F)</p> <p>The Nowhere Emporium by Ross MacKenzie (F)</p> <p>When Darwin Sailed the Sea by David Long and Sam Kalda (NF)</p> <p>Darwin A Life in Poems by Ruth Padel (P)</p> <p>When the Whales Walked by Dougal Dixon (NF)</p>	<p>The Explorer by Catherine Rundel (F)</p> <p>The Great Sea Dragon Discovery by Pippa Goodhart (F)</p> <p>Outlaw by Michael Morpurgo (F)</p> <p>How the Whale Became by Ted Hughes (F)</p> <p>The Lady Shallot by Alfred Tennyson (F)</p> <p>The Highwayman by Alfred Noyes (P)</p> <p>Between Worlds by Kevin Holland (F)</p>

Class 1 – Environment and Science (Plants)	Class 1 Reading Breadth - Fairy Stories and Poetry	Class 1 Reading Breadth - Traditional Tales & Poetry	History - Events Beyond Living Memory
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Word Reading

<p>Build on Previous Learning and Focus on:</p> <ul style="list-style-type: none"> • Decoding automatically and building fluency • Read some common exception words • Read most words containing common suffixes – ness • Read some common exception words with automaticity • Read sufficiently fluently to allow a focus on understanding • Read accurately most words of two or more syllables 	<p>Build on Previous Learning and Focus on:</p> <ul style="list-style-type: none"> • Decoding automatically and building fluency • Read some common exception words • Read most words containing common suffixes -er -est 	<p>Build on Previous Learning and Focus on:</p> <ul style="list-style-type: none"> • Sound out most unfamiliar words accurately, without due hesitation • Read accurately most words of two or more syllables • Read most common exception words • Read most words accurately without overtly sounding and blending 	<p>Build on Previous Learning and Focus on:</p> <ul style="list-style-type: none"> • Read most words containing common suffixes - ness • Read all common exception words with automaticity • Read sufficiently fluent to allow a focus on understanding • Read accurately most words of two or more syllables
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Comprehension

Throughout Year 2 Focus on:

- Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level behind that which they can independently read
 - Discuss their favourite words and phrases using some of them in their writing
- Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear

<p>Build on Previous Learning and Focus on:</p> <ul style="list-style-type: none"> • Listen to, discuss and express views about a wide range of contemporary poetry and stories at a level beyond that which they can read independently. • Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. • Answer and ask questions • Make some predictions of what might happen on the basis of what has been read so far • Discuss the sequence of events in books and how many items of information are related • Make some inferences on the bases of what is being said and done across the book and drawing on other books they have read • Discuss their favourite words and phrases using some of them in their writing • Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read • Understand that non-fiction books may be structured in a different way 	<p>Build on Previous Learning and Focus on:</p> <ul style="list-style-type: none"> • Demonstrate familiarity with and retell a wide range of fairy stories • Discuss an increasing amount of word meanings in context, linking meanings to those already known • Sometimes discuss alternative meaning of the same word (e.g. through exploration of synonyms and the same word used in different contexts, building on from Y1 Greater Depth) 	<p>Build on Previous Learning and Focus on:</p> <p>Demonstrate familiarity with and retell a wide range of traditional tales</p> <p>Recognise simple recurring literary language in stories and poetry and draw upon these for their writing</p> <p>Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read</p>	<p>Build on Previous Learning and Focus on:</p> <p>Discuss their favourite words and phrases using some of them in their writing</p> <p>Make some inferences on the basis of what is being said and done across the book and drawing on other books they have read</p> <p>Understand many non-fiction books are structured in different ways</p> <p>Discuss the sequence of events in books and how many items of information are related</p>
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Skills and Strategies

Apply the following reading strategies with increasing independence

- Building on phonics subject knowledge
- Connect prior knowledge with context
- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots and word families
 - Locate and discuss words and pre-taught vocabulary to find out what the text is about
 - Connect prior knowledge to context

<p>Build on Previous Learning and Focus on:</p> <p>Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots, word families</p> <p>Self-correction of words</p> <p>Read aloud with attention to punctuation, including full stops, question marks, exclamation marks and intonation</p> <p>Re-reading sentences for clarity</p> <p>Talk about book preferences</p> <p>Identify and use text features e.g. titles, headings and pictures, to locate and understand specific information</p> <p>Ask and answer questions</p>	<p>Build on Previous Learning and Focus on:</p> <p>Recognise and read many common exception words</p> <p>Read sentences with increasing accuracy and fluency</p> <p>Self-correction of words</p> <p>Read aloud with attention to punctuation including full stops, question marks, exclamation marks and intonation</p>	<p>Build on Previous Learning and Focus on:</p> <p>Recognise and read many common exception words</p> <p>Read a range of texts with increasing accuracy and fluency</p> <p>Self-correction, including re-reading and reading ahead</p> <p>Re- reading sentences for clarity</p>	<p>Build on Previous Learning and Focus on:</p> <p>Recognise and read all common exception words</p> <p>Read a range of texts with increasing accuracy and fluency</p> <p>Self-correction, including re-reading and reading ahead</p> <p>Talk about book preferences</p> <p>Identify how texts are organised e.g. lists, bullet points, tables.</p>
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Content Domains*

1a draw on knowledge of vocabulary to understand texts

1d make inferences from the text

<p>1a draw on knowledge of vocabulary to understand texts</p> <p>1d make inferences from the text</p> <p>1c identify and explain the sequence of events in a text</p> <p>1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p>	<p>1a draw on knowledge of vocabulary to understand texts</p> <p>1b identify/explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information</p> <p>1d make inferences from the text</p> <p>1e predict what might happen on the basis of what has been read so far</p>	<p>1b identify/explain key aspects of fiction and non-fiction texts</p> <p>1d make inferences from a text</p>	<p>1b identify/explain key aspects of fiction and non-fiction texts</p> <p>1d make inferences from a text</p>
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Reading Terminology

Grapheme, phoneme, syllable, sequence, structure, predict, discuss, questions

Class 2 - Science Forces and Magnets/Rocks	Class 2 - Reading Breadth: Stories and Poetry	Class 2 Science Living Things and Their Habitats/ Animals	Class 2 - Geography - Mountains and Rivers
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Word Reading

* Apply growing knowledge of root words, prefixes and suffices (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

- Building on Previous Year and throughout focus on:
 - Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books
 - Participate in discussion about both books that are read to them and those they can read for themselves
 - Use dictionaries to check the meaning of many unknown words that they have read
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying many inferences with evidence
 - Increase their familiarity with a wide range of books and retell some of these orally.

Build on Previous Learning & Focus on:

- Read a range of books that are structured in different ways and read for a range of purposes.
- Identify how language, structure and presentation contribute to meaning
- Check that the text makes sense to them, discuss their understanding and explain the meaning of some words in context
- Predict what might happen from details stated and some where are implied
- Retrieve and record some information from non-fiction

Build on Previous Learning & Focus on:

- Increase their familiarity with a range range of stories
- Use dictionaries to check the meaning of many unknown words that they may have read
- Predict what might happen from details stated and some which are implied
- Recognise some different forms of poetry (for example, free verse, narrative poetry)
- Ask some questions to improve their understanding of a text
- Prepare short poems to read aloud and to perform, showing some understanding through intonation, tone, volume and action.

Read a wide range of books that are structured in different ways and read for a range of purposes

Identify how language, structure and presentation contribute to meaning
Check that the text makes sense to them, discuss most of their understanding and explain the meaning of many words in context, asking questions to improve their understanding of a text
Predict what might happen from details stated and implied
Confidently retrieve and record information from non-fiction

Build on Previous Learning & Focus on:

- Read a range of books that are structured in different ways and read for a range of purposes
- Identify how language and structure contribute to meaning
- Identify main ideas drawn from more than one paragraph and summarise these
- Draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying many inferences with evidence
- Retrieve and record some information from non-fiction.

Skills and Strategies

Building on phonics subject skills and knowledge

- Connect Prior Knowledge with context
- Locate and discuss words and pre-taught vocabulary to find out what the text is about
- Use a range of strategies to make meaning from words and sentences, including building on knowledge of phonics, word roots, text organisation and prior knowledge of context
 - Read a range of texts with increasing accuracy and fluency
 - Develop fluent and enthusiasm for reading and read widely and frequently
 - Develop views about what is read with support
 - Develop positive attitudes to reading and understanding of what is read

<p>Build on previous learning:</p> <ul style="list-style-type: none"> • Recognise and read many year 3 & 4 word list words (All Y4) • Read aloud using punctuation to aid expression including speech • Self-correction, including re-reading and reading ahead • Skim to gain an overview of a text e.g. topic, purpose • Identify different purposes of texts e.g. to inform, instruct, explain • Read short information texts independent with concentration • Identify how different texts differ in purpose, structure and layout 	<p>Build on previous learning</p> <ul style="list-style-type: none"> • Recognise and read many year 3 & 4 word list words (All Y4) • Read aloud using punctuation to aid expression including speech • Self-correction, including re-reading and reading ahead 	<p>Build on previous learning</p> <p>Read aloud using punctuation to aid expression including speech self-correction, including re-reading and reading ahead</p> <p>skim to gain an overview of a text e.g. topic, purpose</p> <p>Scan for specific information using a variety of features in texts e.g. titles, illustrations, pre taught vocabulary</p> <p>Read short information texts independently with concentration</p> <p>Identify how texts differ in purpose, structure and layout</p> <p>Identify different purposes of texts e.g. to inform, instruct, explain, persuade, recount</p>	<ul style="list-style-type: none"> • Recognise and read many year 3 & 4 word list words (All Y4) • Read aloud using punctuation to aid expression including speech • Self-correction, including re-reading and reading ahead • Identify how texts are organised e.g. lists, numbered points, diagrams with arrows, tables and bullet points • Look for specific information in texts using contents, indexes, glossaries, dictionaries • Identify and use text features e.g. titles, headings and pictures, to locate and understand specific information • Re-reading sentences for clarity
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Content Domains*

Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment

* 2a give/explain the meaning of words in context

* 2b retrieve and record information/ identify key details from fiction and non fiction

* 2d make inferences from the text / explain and justify inferences with evidence form the text

2e predict what might happen from details stated and implied
2f identify/explain how information/narrative content is related and contributes to meaning as a whole
2a give/explain the meaning of words in context
2b retrieve and record information/identify key details from fiction and non fiction

2e predict what might happen from details stated and implied
2e give/explain the meaning of words in context

2e predict what might happen from details stated and implied
2f identify/explain how information/narrative content is related and contributes to meaning as a whole
2a give/explain the meaning of words in context

Summarise main ideas from more than one paragraph
Identify/explain how information/narrative content is related and contributes to meaning as a whole
2d make inferences from the text/explain and justify inferences with evidence from the text

Reading Terminology

Root word, prefix, suffix, theme, convention, intonation, tone, volume, action, rehearse, perform, present

Class 3 - Space

Class 3

Class 3 Evolution and
Inheritance

Class 3 Myths and
Legends

Word Reading

* Apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words

Comprehension

Build on Previous Learning and Focus on:

- Read and discuss a range of fiction, poetry, plays, non-fiction and reference books
- Recommend books that they have read to their peers, giving simple reasons for their choices
 - Learn a wider range of age appropriate poetry by heart
- With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence

<p>Build on Previous Learning & Focus on:</p> <ul style="list-style-type: none"> • Read books that are structured in different ways and read for a range of purposes • Make comparisons within and across books, e.g. plot, genre and theme • Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • Predict what might happen from details stated and implied • Identify how language, structure and presentation contribute to meaning • Retrieve, record and present some information from fiction and non-fiction • Distinguishing between statements of fact and opinion 	<p>Build on Previous Learning & Focus on:</p> <ul style="list-style-type: none"> • Increase their familiarity with a wide range of books, including modern fiction • Make comparisons within and across books e.g. plot, genre, theme • Predict what might happen from details stated and implied • Participate in discussions about books that are read to them and those they can read for themselves • Ask questions to improve their understanding • Prepare poems to read aloud and to perform, showing, understanding through intonation, tone and volume so that the meaning is clear to an audience 	<p>Build on Previous Learning and Focus on:</p> <p>Make comparisons within and across books e.g. plot, genre and theme</p> <p>Summarise the main ideas drawn from more than one paragraph and identifying key details that support the main ideas</p> <p>Distinguishing between statements of fact and opinion</p> <p>Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Participate in discussions about books that are read to them and those they can read to themselves, building on their own and others' ideas and challenging views</p>	<p>Build on Previous Learning and Focus on:</p> <ul style="list-style-type: none"> • Increase familiarity with a wide range of books, including myths and legends • Identify and discuss themes and conventions in and across a wide range of writing • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging some views • With occasional prompting, draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence • Provide reasoned justifications for their views • Prepare plays to read aloud and to perform, showing understanding through intonation, tone and value so that the meaning is clear to an audience.
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Skills and Strategies

Building on previous learning and Focus On:

- Use a range of strategies to make meaning from words and sentences, including knowledge of phonics, word roots , word families, syntax, text organisation and prior knowledge of context
 - Read extended texts independently for sustained periods
 - Self-correction, including re-reading and reading ahead
 - Reading widely and frequently for pleasure and information

<p>Build on Previous Learning and Focus on:</p> <ul style="list-style-type: none"> • Recognise many year 5&6 Word List words with automaticity (all for Y6) • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning • Connecting a prior knowledge and textual information to make inferences and predictions • Scan to find specific details using graphs and textual organisers e.g. sub headings, diagrams • Use information on screen and on paper 	<p>Build on Previous Learning and Focus on:</p> <ul style="list-style-type: none"> • Recognise many year 5&6 Word List words with automaticity (all for Y6) • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning • Connecting prior knowledge and textual information to make inferences and predictions • Read closely, annotating for specific purposes. 	<p>Build on Previous Learning and Focus on:</p> <ul style="list-style-type: none"> • Recognise many year 5&6 Word List words with automaticity (all for Y6) • Increase understanding of how punctuation can vary and affect sentence structure and meaning, helping to avoid ambiguity • Use a range of strategies for finding and locating information e.g. skimming, scanning for detail • Summarising a text • Secure responses and understanding through re-reading and cross-check information • Read closely, annotating for specific purposes 	<p>Build on Previous Learning and Focus on:</p> <ul style="list-style-type: none"> • Recognise many year 5&6 Word List words with automaticity (all for Y6) • Identify how punctuation relates to sentence structure and how meaning is constructed in complex sentences • Through discussion and read aloud, demonstrate how an understanding of sentence structure and punctuation help make meaning • Read closely, annotating for specific purpose • Use a range of strategies for skimming, e.g. gist, main ideas, themes and scanning e.g. finding key words or phrases
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Content Domains*

*Content domains are not the entire National Curriculum. They are broad headings under which skills have been grouped for assessment

* 2a give/explain the meaning of words in context

* 2b retrieve and record information/ identify key details from fiction and non fiction

* 2d make inferences from the text / explain and justify inferences with evidence from the text

<p>Build on Previous Learning 2e predict what might happen from details stated and implied 2h make comparisons within the text 2f identify/explain how information/narrative content is related and contributes to meaning as a whole</p>	<p>Build on Previous Learning 2e predict what might happen from details stated and implied 2h make comparisons within the text</p>	<p>2f identify/explain how information/narrative content is related and contributes to meaning as a whole 2c summarise main ideas from more than one paragraph 2h make inferences from the text/explain and justify inferences with evidence from the text.</p>	<p>Build on Previous Learning 2d make inferences from the text/explain and justify inferences with evidence from the text 2h make comparisons within the text</p>
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Reading Terminology

Figurative language (reasoned), justification, justify, fact, opinion, debate, metaphor, simile, analogy, imagery, style, effect, compare

