**Holy Cross Catholic Primary School**

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**Reading Progression Chart 2024-25**

**We care, we share, we value.**

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|  | **Nursery** | **Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Word Reading -**  **Phonics and Decoding** | 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 apply phonic knowledge and skills as the route to decode words.  To blend sounds in unfamiliar words using the GPCs that they have been taught.  To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.  To read words containing taught GPCs.  To read words containing -s, -es, -ing, -ed and -est endings.  To read words with contractions, e.g. I’m, I’ll and we’ll. | To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.  To read accurately by blending the sounds in words that contain the  graphemes taught so far, especially recognising alternative sounds for graphemes.  To accurately read most words of two or more syllables.  To read most words containing common suffixes.\* | To use their phonic knowledge to decode quickly and accurately  (may still need support to read longer unknown words).  To apply their growing knowledge of root words and prefixes, including  in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and auto- to begin to read aloud.\*  To apply their growing knowledge of root words and  suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, sion,  -tion, -ssion and -cian, to begin to read aloud.\* | 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 read most words fluently and attempt to decode any unfamiliar words with increasing speed and  skill, recognising their meaning through contextual cues.  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. |
| **Word Reading -**  **Common Exception Words** |  | To read some common irregular words. | To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. | To read most Y1 and Y2 common exception words\*, noting unusual correspondences between spelling and sound and where these occur in the word. | To begin to read Y3/Y4 exception words.\* | To read all Y3/Y4 exception words\*, discussing the unusual correspondences between spelling and these occur in the word. | To read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. | To read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. |
| **Word Reading - Fluency** | To show interest in illustrations and print in books and print in the environment. | To ascribe meanings to marks that they see in different places. | To accurately read texts that are consistent with their developing phonic knowledge, that do | To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar | At this stage, teaching comprehension skills should be taking precedence over teaching word reading | At this stage, teaching comprehension skills should be taking precedence over teaching word reading | At this stage, teaching comprehension skills should be taking precedence over teaching word reading | At this stage, teaching comprehension skills should be taking precedence over teaching word reading |

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|  | To recognise familiar words and signs such as own name and advertising logos.    To look and handle books independently (holds books the correct way up and turns pages). | To begin to break the flow of speech into words.    To begin to read words and simple sentences.    To read and understand simple sentences. | not require them to use other strategies to work out words. To reread texts to build up fluency and confidence in word reading. | words accurately, automatically and without undue hesitation.    To reread these books to build up fluency and confidence in word reading.    To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. | and fluency specifically. Any focus on word reading should support the development of vocabulary. | and fluency specifically. Any focus on word reading should support the development of vocabulary. | and fluency specifically. Any focus on word reading should support the development of vocabulary. | and fluency specifically. Any focus on word reading should support the development of vocabulary. |
| **Meaning of Words** | To enjoy rhyming and rhythmic activities.    To show an awareness of rhyme and alliteration.    To recognise rhythm in spoken words.    To show interest in illustrations and print in books and print in the environment.    To recognise familiar words and signs such as own name and advertising logos.    To look and handle books independently (holds books the correct way up and turns pages).    To build up vocabulary that reflects the breadth of their experiences. | 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.    To ascribe meanings to marks that they see in different places.    To begin to break the flow of speech into words.    To begin to read words and simple sentences.    To read and understand simple sentences.    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 | Draw on vocabulary provided by the teacher to understand books    Discuss word meanings, linking new meanings to those  already known    Recognise and comment on repeating patterns of language e.g. rhymes and  predictable phrases    Pick out some key phrases in fairy stories and traditional tales  e.g. repetition, once upon a time, fee fi fo  fum    With support pick out some key words in a text e.g. Find a word that tells us how the character is feeling, find a word that tells us about the house | Discuss and clarify the meanings of words linking new meanings  to known vocabulary    Draw on vocabulary provided by the teacher to understand books    Identify and discuss favourite words and phrases    Pick out key words or phrases in a text e.g. First/Next, Once upon a time, suddenly | Discuss understanding and identify the meaning of words in context    Use dictionaries to check the meanings of  words they have read    Discuss words and phrases that capture the reader’s interest and imagination | Discuss understanding and identify the meaning of words in context    Use dictionaries to check the meanings of  words they have read    Discuss words and phrases that capture the reader’s interest and imagination | Discuss understanding and identify the meaning of words in context | Discuss understanding and identify the meaning of words in context |

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| **Retrieval** | To listen to stories with increasing attention and recall.    To anticipate key events and phrases in rhymes and stories.    To begin to be aware of the way stories are structured.  To describe main story settings, events and principal characters. | To enjoy an increasing range of books.    To follow a story without pictures or props.    To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.    To demonstrate understanding when talking with others about what they have read. | Draw on what they already know or on background information from the teacher to understand books    Identify the main character in a story or the subject of a nonfiction text    Talk about the themes and characteristics of simple texts becoming familiar with key stories, fairy stories  and traditional tales    Identify main events  or key points in texts    Answer literal retrieval questions about the text | Draw on what they already know or on background information from the teacher to understand books    Ask questions and find the answers to simple  questions in the text    Answer literal retrieval  questions about the text    Use a range of question prompts to generate relevant  questions about the text    Recall simple points  from familiar texts    Identify main events or key points in texts | Ask questions and find answers to simple  questions in a text    Retrieve and record information from non-  fiction    Answer literal retrieval questions and locate the information in the  text    Locate information  using skimming    Use a contents page and an index page to locate information | Ask questions and find answers to simple  questions in a text    Retrieve and record information from non-  fiction    Extract information  from the text    Locate information using skimming and  scanning    Decide on a question that needs answering and locate the answer  in a non-fiction book    Use non-fiction features to find information from the text (index, contents, headings and subheadings, illustrations) | In non-fiction, retrieve, record and  present information    Ask questions and find the answers to  questions in a text    Extract increasingly complex information from the text    Plan what information needs to be found  with guidance    Make simple notes    Apply information retrieval skills across the curriculum | In non-fiction, retrieve, record and  present information    Ask questions and find the answers to  questions in a text    Extract complex  information from the text    Use quotations to  illustrate ideas    Plan and decide independently what information needs to  be searched for    Make appropriate notes from research using a variety of sources    Apply information retrieval skills across the curriculum |

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| **Sequencing and Summarising** |  |  | Sequence a simple story or event and use this to re-enact and  retell    Identify main events or key points in texts | Identify main events  or key points in texts    Sequence a range of stories or events and use this to re-enact and retell | Identify main ideas within a text or within a paragraph and summarise these | Identify main ideas within a text or within a paragraph and summarise these | Use the skills of skimming and scanning to identify key ideas | Use the skills of skimming, scanning, text-marking and note taking to identify key ideas |
| **Inference** | 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. | Give some reasons why things happen or characters change    Begin to express a view and use evidence in the text to explain  reasons    Make simple deductions with prompts and help from the teacher (e.g. what in the text suggests that A is not very happy? What does this tell us about how A is feeling?) | Talk about and infer what characters might be thinking or feeling  using clues in the text    Discuss the reasons for events in a story; use evidence to make some reasoned conclusions Discuss why certain words or phrases make a story funny, scary, exciting | Discuss the actions and relationships of the main characters and justify views using  evidence from the text    Discuss the relationship between characters based on  dialogue    Use clues from action, dialogue and description to  establish meaning    Identify themes and conventions in a range of books | Empathise with different characters’ points of view (implicit and explicit)    Identify the use of descriptive and expressive language to build a fuller picture of a character    Discuss the way that characters respond in a dilemma and make deductions about their  motives and feelings    Discuss the relationship between what characters say and do - do they always reveal what they are thinking?    Discuss, moods, feelings and attitudes using inference and deduction Identify themes and conventions in a wide range of books | Identify evidence of characters changing in a story and discuss  possible reasons    Discuss what a character’s actions say  about their character    Recognise that characters may have different perspectives  on events in stories    Distinguish between statements of fact and opinion    Identify and discuss themes and conventions in and across a wide range of writing | Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions and justify inferences with  evidence    Identify characteristics of stock characters in  a variety of genres    Identify evidence of characters that challenge stereotypes and surprise the reader    Recognise that authors can use dialogue at certain points in a story to explain plot, show character and relationships, convey mood or create  humour    Make inferences about the perspective of the author from what is written and implied Distinguish between statements  of fact and opinion    Identify and discuss themes and conventions in and across a wide range of writing |

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| **Prediction** | 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. | Make predictions on the basis of what has  been read so far    Discuss the blurb and  title of a book    Predict events and endings and how  characters will behave    Look through a variety of fiction and nonfiction texts with growing independence to predict content,  layout and story development | Predict what might happen on the basis of  what has been read so  far    Predict the events of a story based on the setting described in the opening Predict how characters might behave from what they say and do and from their appearance | Predict what might happen from details  stated and implied    Make predictions about characters’ actions and look for evidence of change as a result of events Identify settings and predict events that are likely to happen | Predict what might happen from details  stated and implied    Discuss the way that descriptive language and small details are used to build an impression of an unfamiliar place Make predictions about how characters might behave in such a setting | Make predictions based on details  stated and implied    Make predictions for how a character might change during a story and change predictions as events  happen    Refer to the text to support predictions and opinions | Make predictions based on details  stated and implied    Predict using more complex narratives  e.g. narratives with flashback, narratives with different viewpoints, narrative with two parallel  threads in it    Refer to the text to support predictions and opinions |
| **Structure and Organisation** |  |  | Distinguish between fiction and nonfiction  texts    Understand the way that information texts are organised and use this when reading simple texts  Understand and use correctly terms referring to conventions of print: book, cover, beginning, end, page, word, letter, line | Show awareness of the structure of different text types and begin to understand that they have different purposes (e.g. story,  recount, lists,  instructions)    Discuss titles of book  and poems    Pick out features used  to organise books    Compare the layout of different texts /books and discuss why they are set out in different  ways    Read the title, contents page and illustrations and predict what a book is about    Pick out features that will help to locate information and  explain them    Pick out and discuss how punctuation helps to organise text    Recognise and use the alphabet to help to locate information in some books Recognise the openings and closings of different stories | Identify the features of some non-fiction  text types    Identify and discuss the use of contents and index pages to locate information in  non-fiction texts    Begin to understand the purpose of the paragraph and how they help to group  information    Discuss why the author has chosen a range of vocabulary to describe a character or a setting | Recognise the conventions of different types of writing such as a diary written in the first person, the greeting in letters and presentational features in nonfiction  texts    Identify and discuss the use of nonfiction features to find information from the text (index, contents, headings and subheadings, illustrations)    Understand how paragraphs can organise ideas around a theme and can build  up ideas across a text    Describe, with examples, how the author has chosen a range of vocabulary to convey different moods, feelings and  attitudes | Identify and discuss the structural devices the author has used to organise the text.    Identify vocabulary chosen to convey different messages, moods, feelings and  attitudes    Pupils should be taught the technical and other terms needed for discussing what they hear and read, such as metaphor, simile, analogy, imagery, style and effect    Describe and compare the styles of individual writers and poets,  providing evidence    Comment and compare the language choices the author has made to convey information over a range of non-fiction texts. | Comment on the  structural choices the author has made  when organising the text    Explain how the structural choices support the writer’s  theme and purpose    Analyse how the author has chosen a range of vocabulary to convey different messages, moods,  feelings and attitudes    Describe and evaluate the styles of individual writers and poets, providing evidence and justifying  interpretations    Compare, contrast and explore the styles of writers and poets, providing evidence  and explanations    Identify and discuss irony and its effect  Comment and compare the language choices the author has made to convey information over a range of non-fiction texts. |

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| **Language Choice** |  |  | Recognise and comment on repeating patterns of language e.g. rhymes and  predictable phrases    Pick out some key phrases in fairy stories and traditional tales  e.g. repetition, once upon a time, fee fi fo  fum | Identify where language is used to create mood or build  tension    Comment on the choice of author’s words to make a text  funny, scary, exciting    Pick out key words or phrases in a text (e.g. First/Next, Once upon a time, Suddenly,  Quickly) | Discuss the effect of key words or phrases used to build mood or  tension    Comment on the  overall effect of the  text    In poetry, discuss the choice of words and their impact in poems, noticing how the poet creates sound effects using rhyme or alliteration | Comment upon the use and effect of  author’s language    Identify and describe the styles of individual  writers and poets    Identify and comment on expressive and descriptive language to create effect in poetry and prose Comment on the  overall effect of the text | Identify the writer’s main purpose through  a general overview    Identify common elements of an author’s style and discuss how the style of one author differs from another    Identify and comment upon an author’s or poet’s viewpoint in the text and respond to this e.g. re-tell from  a different viewpoint    Comment on the use of similes and expressive language to create images, sound  effects and  atmosphere    Comment on the overall impact of poetry or prose with reference to features e.g. development of themes, technical  terns    Justify preferences for an author, poet or a type of text | Identify how style is influenced by the  intended audience    Identify common elements of an  author’s style and make comparisons  between books    Comment on the use of unusual or surprising language choices and effects in poetry such as onomatopoeia and metaphor and comment on how this  influences meaning    Interpret poems, explaining how the poet creates shades of meaning; justify own views and explain  underlying themes    Identify and discuss the viewpoint in the text e.g. recognise that the narrator can change and be manipulated e.g. the story has 2 narrators, a different character takes over the storytelling Declare and justify personal preferences for writers and types of text |
| **Making Comparisons** |  |  |  |  |  |  | Identify and explain the key features of a range of appropriate  texts    Identify and explain characters and their profiles across a range  of texts    Identify and discuss themes within and across texts (social, cultural and historical) | Compare and contrast the key features of a range of appropriate  texts    Compare and contrast characters across a range of appropriate texts Compare and contrast themes and conventions across a range of appropriate texts (social, cultural and historical) |

*\* These are detailed in the word lists within the spelling appendix to the national curriculum (English Appendix 1). Teachers should refer to these to exemplify the words that pupils should be able to read as well as spell.*