Langdon Primary School – Progression in Reading of Fiction, Non-Fiction and Poetry (2019)

	Year R	Years 1 and 2	Years 3 and 4	Years 5 and 6
Phonics Decoding	Sounds Write Initial Code • Know that letters are symbols that represent sounds • To be able to blend sounds together for reading • To be able to segment sounds • To manipulate sounds within words • Begin to notice that the same sound can be represented in more than one way • Begin to notice that some graphemes can represent more than one sound • To use phonics and knowledge of taught high frequency words to read and understand simple sentences	Sounds Write Extended Code • Know that the same sound can be represented in more than one way • Know that some graphemes can represent more than one sound • To accurately read texts consistent with phonic knowledge without overtly segmenting and blending	Sounds Write Extended Code • Know that the same sound can be represented in more than one way • Know that some graphemes can represent more than one sound • To begin to read texts with fluency, pace and expression	• To apply full knowledge of the Sounds Write code • To apply full knowledge of all root words, prefixes and suffixes • To read with fluency, pace, expression and confidence
Retrieval	• To answer simple recall questions about familiar stories • To retell simple stories • To respond to what they hear with relevant comments, questions and actions	• Talk about their understanding of stories by answering simple questions about what has happened • Demonstrate their understanding of stories by independently recording answers to simple questions about what they have read • To find evidence in the text to support answers to questions • Check that the text makes sense	• Skim and scan text to retrieve and recall details • Summarise main points of what they have read • Ask questions to improve understanding of the text	• Summarise main ideas from whole texts, identifying key details to support the main ideas • Support answers with evidence from more than one source within the text • Distinguish between facts and opinions providing reasoned justification based on evidence in the text for their views
Prediction	• Say what might happen next in a story	• Make sensible predictions about what might happen based on what has been read before so far in the text • Explain and justify predictions	• Predict what might happen in details stated and implied • Use relevant prior knowledge to form predictions and justify them • Monitor predictions and compare them with the text as they read on	• To ensure that predictions are supported by relevant evidence • Confirm and modify predictions in light of new information

Inference Deduction	• To say what characters are feeling based on their own experiences and from pictures	• Discuss the significance of titles, pictures and events • Make inferences on the basis of what is being said and done in the text	• Discuss character's feelings and motives from their actions in the text • Justify inferences with evidence	• Consider different accounts of the same text and discuss viewpoints of both the author and the fictional characters • Discuss how characters change and develop through text by drawing inferences based on indirect references and clues in the text • To give evidence drawn from different places across the text
Authorial Intent	• To begin to notice words that have been used for effect eg. Repetitive words and phrases such as 'fi, fi, fo, fum'	• Begin to notice changes in the text eg. Word choices, fonts, italics, etc. • Begin to say why the author might have chosen to present the text in a particular way	• Discuss words and phrases that capture interest • Identify how language, structure and presentation contribute to meaning and impact	• Analyse and evaluate how the author's use of language, including figurative language and how it is used for effect, including use of metaphor, simile, analogy, imagery, style, effect