

Whole School Reading Progression 2025-2026

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding and fluency	<p>Identify the taught GPCs including some digraphs.</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words.</p> <p>Read some taught common exception/high frequency and familiar words.</p> <p>Read sentences made up of words with taught sounds and common exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions (for example, I'm, I'll, we'll), and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the same graphemes as above.</p> <p>Read words containing common suffixes.</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>	<p>Apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes, and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>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.</p>	<p>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.</p>
Range of reading	<p>Read sentences made up of words with taught sounds and common exception words.</p> <p>Listen to, talk about, and respond to stories (rhymes and songs) with</p>	<p>Listen to and discuss a wide range of poems, stories, and non-fiction at a level beyond that at which they can read independently.</p>	<p>Listen to, discuss 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.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>	<p>Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>

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	actions, relevant comments, questions, recalling key events and innovating. To use non-fiction books to develop new knowledge and vocabulary.	Be encouraged to link what they read or hear read to their own experiences.		Read books that are structured in different ways and reading for a range of purposes.	Read books that are structured in different ways and reading for a range of purposes.	Read books that are structured in different ways and reading for a range of purposes. Make comparisons within and across books.	Read books that are structured in different ways and reading for a range of purposes. Make comparisons within and across books.
Familiarity with texts	Talk about and respond to stories, rhymes and poetry; recalling, sequencing, and anticipating key events – some as exact repetition and some in their own words. To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their characteristics. Recognise and join in with predictable phrases.	Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Recognising simple recurring literary language in stories and poetry.	Increase their familiarity with a wide range of books, including fairy stories, myths, and legends, and retell some of these orally. Identify themes and conventions in a wide range of books.	Increase their familiarity with a wide range of books, including fairy stories, myths, and legends, and retell some of these orally. Identify themes and conventions in a wide range of books.	Increase 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. Identify and discuss themes and conventions in and across a wide range of writing.	Increase 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. Identify and discuss themes and conventions in and across a wide range of writing.
Vocabulary meanings	Talk about elements of a topic using newly introduced vocabulary.	Discuss word meanings, linking new meanings to those already known.	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss their favourite words and phrases.	Use dictionaries to check the meaning of words that they have read.	Use dictionaries to check the meaning of words that they have read.		
Understanding	Understand how to listen carefully. Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail.	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	Discuss the sequence of events in books and how items of information are related. Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them as they read and correcting inaccurate reading.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Ask questions to improve their understanding of a text.	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding.	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Ask questions to improve their understanding.
Summarise				Identify main ideas drawn from more than one paragraph and summarising these.	Identify main ideas drawn from more than one paragraph and summarising these.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
Inference	To begin to interpret stories, rhymes, and poetry; making suggestions for actions and events (images and text).	Discuss the significance of the title and events.	Make inferences based on what is being said and done.	Draw inferences such as inferring characters' feelings, thoughts, and	Draw inferences such as inferring characters' feelings, thoughts, and	Draw inferences such as inferring characters' feelings, thoughts, and	Draw inferences such as inferring characters' feelings, thoughts, and

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		Make inferences based on what is being said and done.	Answer and ask questions.	motives from their actions, and justify inferences with evidence.	motives from their actions, and justify inferences with evidence.	motives from their actions, and justify inferences with evidence.	motives from their actions, and justify inferences with evidence.
Prediction	To talk about and respond to stories, rhymes and poetry; recalling, sequencing, and anticipating key events some as exact repetition and some in their own words.	Predict what might happen based on what has been read so far.	Predict what might happen based on what has been read so far.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.	Predict what might happen from details stated and implied.
Authorial intent				Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	Discuss words and phrases that capture the reader's interest and imagination. Identify how language, structure, and presentation contribute to meaning.	Identify how language, structure, and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Identify how language, structure, and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
Non-fiction	Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books.	Listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently.	Be introduced to non-fiction books that are structured in different ways.	Retrieve and record information from non-fiction.	Retrieve and record information from non-fiction.	Retrieve, record and present information from non-fiction. Distinguish between statements of fact and opinion.	Retrieve, record and present information from non-fiction. distinguish between statements of fact and opinion.
Poetry	To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others.	Learn to appreciate rhymes and poems, and to recite some by heart.	Continue to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action. Recognise some different forms of poetry [for example, free verse, narrative poetry].	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action. Recognise some different forms of poetry [for example, free verse, narrative poetry].	Learn a wider range of poetry by heart. Prepare 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.	Learn a wider range of poetry by heart. Prepare 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.
Discussing	Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. Talk about and respond to stories, rhymes and poetry; recalling, sequencing, and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	Participate in discussion about what is read to them, taking turns, and listening to what others say. Clearly explain their understanding of what is read to them.	Participate in discussion about books, poems and other works that are read to them and 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.	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.	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.	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 views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary. Provide reasoned justifications for their views.	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 views courteously. Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic, and using notes where necessary. Provide reasoned justifications for their views.