

Reading Progression at Spring Lane Primary School



SLP Reading Journey (Progression in Knowledge and Skills)							
Stories Covered in Reading Overviews	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Each Peach Pear Plum	In Every House on Every Street	Florence Nightingale- Little People Big Dreams	Charlie and the Chocolate Factory	How to Train your Dragon	Treason	Goodnight, Mister Tom
	Scarecrows' Wedding	Here we are	Daisy Saves the Day	If I were Prime Minister	The Election	Sofia Valdez Future Prez	You Wouldn't Want to Live Without Democracy!
	The Tiger who came to tea	Voices in the Park	Oliver Twist	A Twist of Tales	The Lion, the Witch and the Wardrobe	Hidden Figures	A Murder Most Unladylike
	Lulu's first day	Meesha Makes Friends	The Sound Collector	The Iron Man	The Only Way is Badger	Ada's Violin: The Story of the Recycled Orchestra of Paraguay	We All Belong: A Children's Book About Diversity, Race and Empathy
	Amazing Grace	Chocolate Cake by Michael Rosen	The Class Vote: Roshan Learns About Democracy	Walter Tull's Scrapbook	The Railway Children	Champion Gran: Kara Learns About Respect	Cogheart
	The colour Monster	Vote for Me!	George and the Dragon	Hats of Faith	The Industrial revolution for Kids	Wolf Brother	What is Right and Wrong? Who Decides? Where Do Values Come From? And Other Big Questions
	A squash and a squeeze	Paddington's London Story Treasury	Prince of Pants	Leonora Bolt: Secret Inventor	The Wolves in the Walls	Rules and Responsibilities	The Hobbit
	Whatever next	Katie Morag: Island Stories	Emperor's New Clothes	The Street Beneath My Feet	Percy Jackson and The Lightning Thief	The Spider and the Fly	The Island
	Owl babies	Dilwyn the Welsh Dargon	Queen Elizabeth II	Arthur and the Golden Rope	Why do we need rules?	Varjak Paw	
	How to catch a star	Along Came a Different	Paddington at the Palace	King of the Sky	The Midnight Panther	Journey to the River Sea	
	Laura's Star	Kipper's Toy Box	Two Monsters	Mr Creep the Crook	Charlotte's Web	My Little Book of Big Freedoms: The Human Rights Act in Picture	
	Look up	Ten in the Bed	Giraffes can't Dance	Romans on the Rampage	Peaceful Fights for Equal Rights		
	Day Monkey, Night Monkey	Elmer and the lost teddy	Gorilla	A Gladiator Stole My Lunchbox			
	Naughty bus	Lost in the Toy Museum	The Slightly Annoying Elephant	The Abominables			
	The train ride	The Proudest Blue	How does Chocolate Taste on Everest	Hansel and Gretel			
	The Gruffalo	Billy and the Beast	The Rainbow Bear	The Neighbourhood Surprise			
	The way back home	Grandad's Island	Martha Maps it Out				
	Stick Man	Elmer	The Ugly Five				
	Mrs Armitage on wheels	But Why Can't I? – A book about rules	We all went on Safari				
	The three billy goats gruff	Little People big dreams- Amelia Earhart	Apes to Zebras (A-Z of Animal Shape Poems)				
	Three little pigs						

Reading Progression at Spring Lane Primary School

	Alternative traditional tale texts – The three little pigs and the big bad wolf Farmer Duck Oliver’s Vegetables Jaspers’ beanstalk Kate and the beanstalk Yucky worms The butterfly bouquet Super worm Mad about Minibeasts What the Ladybird heard	I am Neil Armstrong Lonely Planet Kids How Airports Work Around the World in 80 Ways: The Fabulous Inventions that get us From Here to There Stickman The Leaf Thief The Big Book of Blooms Hello Summer Tree: Seasons Come, Seasons Go Susan Laughs	The Lion Inside Burglar Bill Toby and the Great Fire of London The Barnabus Project The Flower Mr Fawkes, The King and The Gunpowder Plot The Storm Whale The Lighthouse Keeper’s Lunch Above and Below Sea and Shore The First Book of the Sea One World Together				
Word Reading: Decoding and sight reading	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery 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. Reception To hear and say the initial sound in words. To segment the sounds in simple words and blend them	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 the 40+ phonemes. To read words containing taught GPCs. To read words containing -s, -es, -ing, -ed and -est endings.	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 apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti- and 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.

Reading Progression at Spring Lane Primary School

	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 words with contractions, e.g. I'm, I'll and we'll.	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).				
Fluency	Early Years	KS1		KS2			
	<u>Nursery</u> Understand the five key concepts about print: - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing. Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. <u>Reception</u> Accuracy - Children use the sounds they know to blend phonemes from left to right. Children use sound lines to blend phonemes of unfamiliar words. Children can track print with their finger. Automaticity - Children can self-correct when they make a mistake. Children begin to re-read a sentence or word when it does not sound right. Automaticity - Children can self-correct when they make a mistake. Children begin to re-read a sentence or word when it does not sound right.	Children in Key stage 1 continue to build upon their phonic knowledge learnt in Reception to blend phonemes from left to right and use sound buttons to support them to blend phonemes need to understand that there are different types of books, and that print can have different purposes and meaning. Children need to understand that there are different parts of a book and that we read print from left to right, top to bottom. Children also need understand that books have pages in sequence. Accuracy - Children read from left to right. Children use the sounds they know to blend phonemes from left to right. Children use sound lines to blend phonemes of unfamiliar words Children can track print with their finger Automaticity - Children can self-correct when they make a mistake. Children begin to re-read a sentence or word when it does not sound right. Children break the flow of speech into sections. Prosody - Children read in a rhythmic way. Children take notice of punctuation in print. Children begin to use their voices to read with expression and understanding. Children should be reading above a rate of 90 words per minute by the time they reach the end of Year 2.	Children in Key Stage 2 build upon the secure phonics knowledge gained in Reception and Key Stage 1 to develop greater reading fluency, accuracy, and expression. As they encounter increasingly complex texts, they refine their ability to decode unfamiliar words efficiently while maintaining pace and comprehension. Pupils are supported to read with appropriate intonation, phrasing, and attention to punctuation, helping them convey meaning and engage more deeply with the text. They continue to explore a wide range of genres and text types, gaining fluency not only in narrative reading but also in interpreting non-fiction, poetry, and playscripts. Through regular practice, repeated reading, and modelled fluency by adults, children develop reading stamina, allowing them to tackle longer texts with confidence. Fluent reading becomes a tool for unlocking meaning, enabling pupils to read widely, infer deeply, and respond critically, laying the foundation for lifelong reading and learning. Accuracy - Children read from left to right Children use the sounds they know to blend phonemes in unfamiliar words. Children still use phonics knowledge to read polysyllabic words Children confidently use punctuation to add pauses in appropriate places. Children can self-correct when they make a mistake by rereading the sentence or word. Automaticity - Sight reading, Children read words they know quickly without hesitation. Children automatically track print with their eyes or finger. Prosody - Children use intonation in their voice to read with expression. Children read rhythmically.				

Reading Progression at Spring Lane Primary School

	Children break the flow of speech into sections. Prosody - Children read in a rhythmic way. Children take notice of punctuation in print. Children begin to use their voices to read with expression and understanding.						
Comprehension	Early Years Nursery Talk about their favourite books. Recall stories that they have heard before. Engage in extended conversations about stories, learning new vocabulary. Recall how a story started and ended. Reception Retelling familiar stories following a story map. Talk about the difference between non-fiction and fiction books and how they can be used. Act out stories in the role play area and small world. Draw a story map and retell the story in their own words. ELG – Anticipate, where appropriate, key events in stories; begin to make simple predictions about what might happen next based on what has been read so far, using	Year 1 Listening to, discussing, 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. Identify the sequence of events in books. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these,	Year 2 Pupils will develop pleasure in reading, motivation to read, vocabulary and understanding by listening to, discussing, 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. Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Being introduced to non-fiction books that are structured in different ways. Recognising simple recurring literary language in stories and poetry. Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.	Year 3 Pupils will develop positive attitudes to reading, and an understanding of what they read, by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Using dictionaries to check the meaning of words that they have read. Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context. Retrieve and record information from a given text extract. Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts, and motives from	Year 4 Identifying themes and conventions in a wide range of books. Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume, and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry, for example, free verse or narrative poetry. Identifying main ideas drawn from more than one paragraph and summarising these. Identifying how language, structure, and presentation contribute to meaning. Confidently retrieve and record information from fiction/non-fiction, using techniques such as scanning and underlining.	Year 5 Children should be encouraged to maintain positive attitudes to reading and an understanding of what they read by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes. Increasing 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. Recommending books that they have read to their peers, giving reasons for their choices. Understand what they have read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Asking questions to improve their understanding.	Year 6 Children should be encouraged to maintain positive attitudes to reading and an understanding of what they read by recommending books that they have read to their peers, giving reasons for their choices. Identifying and discussing themes and conventions in and across a wide range of writing. Making comparisons within and across books. Preparing 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. Understand what they have read by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.

Reading Progression at Spring Lane Primary School

	pictures, context, and prior knowledge to support their thinking.	and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Making inferences based on what is being said and done. Answering and asking questions. Predicting what might happen based on what has been read so far. 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.	Discussing their favourite words and phrases. Continuing to build up a repertoire of poems learnt by heart, appreciating these, and reciting some, with appropriate intonation to make the meaning clear. Understand both the books that they can already read accurately and fluently and those that they listen to by drawing on what they already know or on background information and vocabulary provided by the teacher. Checking that the text makes sense to them as they read and correcting inaccurate reading. Making inferences based on what is being said and done. Answering and asking questions about simple information in the text. Predicting what might happen based on what has been read so far. 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,	their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied.	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.	Drawing inferences such as inferring characters' feelings, thoughts, and motives from their actions, and justifying inferences with evidence. Predicting what might happen from details stated and implied. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas.	Identifying how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. 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.
--	--	---	---	---	---	---	--

Reading Progression at Spring Lane Primary School

			both those that they listen to and those that they read for themselves.				
Vocabulary	Early Years	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Nursery Talk about their favourite books. Recall stories that they have heard before. Engage in extended conversations about stories, learning new vocabulary. Retell familiar stories. Remember some repeated phrases from familiar stories. Engage in extended conversations about stories, learning new vocabulary. Reception Children can retell familiar stories following a story map. Children understand and know what a star word is. Children can talk about the difference between non-fiction and fiction books and how they can be used. Children act out stories in the role play area and small world. ELG- Demonstrate understanding of what has	Children talk about the meaning of some simple words and how they link to other words they know. Children use reading strategies taught to read unfamiliar words. Children join in with predictable phrases. Children use vocabulary given by the teacher. Children can discuss his/her favourite words and phrases.	Children can discuss and clarify the meanings of words; link new meanings to known vocabulary. Children can discuss their favourite words and phrases. Recognise some recurring language in stories and poems.	Children will be able to use dictionaries to check the meaning of words that they have read. Children will feel confident to discuss words that capture their interest or imagination. Children will begin to understand how to identify how language choices help build meaning. Children will be able to develop understanding of the meaning of words by reading the whole sentence/paragraph. Children will be able to find and discuss synonyms for unfamiliar words they have read to help them build their bank of vocabulary.	Children continue to use dictionaries to check the meaning of words that they have read. Children can use a thesaurus to find synonyms. Children discuss why words have been chosen and the effect these have on the reader. Children explain how words can capture the interest of the reader. Children discuss new and unusual vocabulary and clarify the meaning of these. Children find the meaning of unfamiliar words using the context of the sentence and text they are reading.	Children explore the meaning of words in context, confidently using a dictionary. Children discuss how the author's choice of language impacts the reader. Children evaluate the authors use of language. Children investigate alternative word choices that could be made. Children begin to look at the use of figurative language. Children use a thesaurus to find synonyms for a larger variety of words. Children can re-write passages using alternative word choices. Children read around the word and explore its meaning in the broader context of a section or paragraph.	Children evaluate how the authors' use of language impacts upon the reader. Children find examples of figurative language and how this impacts the reader and contributes to meaning or mood. Children discuss how presentation and structure contribute to meaning. Children explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.

Reading Progression at Spring Lane Primary School

	been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. ELG-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes, and poems and during role play.						
--	---	--	--	--	--	--	--