



Kingsholm C of E Primary School and Nursery – Reading Progression Ladder

Knowledge & Skills	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding phonetically/ Word Reading	*Understand print has meaning, can have different purposes, we read English text from left to right & from top to bottom, the names of the different parts of books & page sequencing *Count or clap syllables in a word *Recognise words with the same initial sound *Recognises familiar words and signs such as own name, advertising logos and screen icons Oral blending in summer term (Asp 7 of Phase 1): *Orally blend (c/-/u/-/p) *Orally segment	*Apply phonics knowledge to decode and read regular words accurately. Phase 1 –Revision Phase 2-Aut1&2 Phase 3-Spr 1&2 Phase 4-Sum 1&2 *Read and understand simple sentences and common irregular words	*Apply phonics knowledge and accurately blends GPCs *Read phonically decodable texts aloud with increasing fluency at age-appropriate level (Phase 5 level) *Read words of more than one syllable *Read words containing -s -es -ing -ed -er and -est *Read words with contractions *Read common exception words	*Apply phase 6 phonics knowledge and skills to decode consistently & accurately *Blend accurately *Read multi-syllable words *Read and recognise common suffixes (ment, less, ness, ful and ly) *Read common exception words	<i>Keep up sessions for children not passing phonics screen and allow plenty of opportunity for application with phonetically decodable books.</i> *Read 95% of common exception words by sight (including Y2 spelling appendix) *Apply phonic skills automatically and consistently to read unfamiliar or challenging words with few errors	*Read common exception words effortlessly *Use phonic skills consistently and automatically to address unfamiliar or challenging words with minimal errors *Apply their growing knowledge of root words, prefixes and suffixes to read aloud	*Securely know and apply the different pronunciations of words with the same letter-string *Read familiar and new vocabulary automatically and accurately	*Read familiar and new vocabulary automatically and accurately
Fluency & self-correction	*Hold a book correctly *Turn pages and look at them chronologically	*Attempt to blend and read words with increased accuracy & fluency	*Check that the text makes sense to them as they read and goes back to self-correct inaccurate reading *Re-read books to build up fluency and confidence	*Check that the text makes sense to them as they read and goes back to self-correct inaccurate reading *Read most words quickly and accurately without overt sounding and blending *Sound out unfamiliar words automatically *Re-read books to build up fluency and confidence	*Fluency focus (accuracy, punctuation and pace) *Read a range of age appropriate text types with increased fluency *Read at a speed sufficient for them to focus on understanding *Check the text makes sense, reading to the punctuation and usually re-reading or self-checking	*Fluency focus (accuracy, punctuation, pace, expression & phrasing) *Read a range of age appropriate text types with increased fluency *Continue to develop a speed sufficient for them to understand *Attempt to read more fluently by phrasing words and developing appropriate expression. *Check the text makes sense, reading to the punctuation and habitually re-reading	*Fluency focus (accuracy, punctuation, pace, expression, phrasing and intonation) Use the six signpost *Fluently reads a range of age-appropriate texts including both modern fiction and those from our literary heritage *Use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear	*Fluency focus (application of accuracy, punctuation, pace, expression, phrasing and intonation) Use the six signpost *Fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage *Use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text
Listening, repeating & discussing	During daily story time: *Talk about the text they have read *Join in, listen and remember sounds *Discuss different sounds in books and all around them *Copy and use actions for different parts of a text *Recognise and repeat sounds around them *Suggest sounds that might be heard in picture book scenes	<i>During daily story time where the same text is repeated during the week:</i> *Listen to and discuss the text which has been read to them *Spot patterns and repeat these aloud *Memorise and orally join in when re-reading stories	*Listen to, discuss and express views and understanding about a wide range of texts (poem, stories and non-fiction) at a level beyond that at which they can read independently. *Discuss the link between events and the text title *Have a go at linking what they read or hear read to their own experiences *Become familiar with key stories, fairy stories, and traditional tales, retelling them and considering their particular characteristics Discuss, recognise and join in with predictable phrases *Participate in discussions about what is read to them, taking turns and listening to what others say *ask questions to further understanding *Explain clearly their understanding of what is reads to them	*Listen to, discuss and express views and understanding about a wide range of texts at a level beyond that at which they can read independently *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 other say - contribute relevant ideas and thoughts to discussion *ask relevant questions to further understanding	*Listen to, discuss and express views about a wide range of texts (fiction, plays, poetry, plays, non-fiction) – sometimes at a level beyond that which they can read independently. *Engage with a range of texts, making choices and explaining preferences *Start to know preferred authors and text types; talk about books read both in and out of school. *During discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say *ask thoughtful and relevant questions to further understanding	*Listen to, discuss and express views about a wide range of texts beginning to justify comments *Engage with a range of texts, making choices and explaining preferences *List several text types; talk about books read both in and out of school making textual references. *During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say *ask thoughtful and relevant questions to further understanding	*Read a growing repertoire of texts – both fiction and nonfiction *Recommend books to others – giving detailed reasons *Readily asks pertinent questions to enhance understanding *Participate confidently in discussion about books, expressing and justifying opinions. *Explain what they know or have read – including through formal presentations and debates, using notes where necessary *ask thoughtful and relevant questions to further and improve understanding	*Demonstrate a positive attitude reading by frequently reading a wide range of texts. *State own preferences and make recommendations giving substantiated reasons *Pose hypotheses and ask probing questions to enhance understanding *Discuss books, expressing and justifying opinions, building ideas and challenging others' views courteously. *Explain their understanding of what they have read – including through formal presentations and debates – maintaining a focus on the topic *ask thoughtful and relevant questions to further and improve understanding
Vocabulary	*Recognise visual images of unknown words in a story after it has been read. *Engage in extended conversations about stories, learning new vocabulary *Builds up vocabulary that reflects the breadth of their experiences	<i>Introduce new vocabulary as new phonics sounds are learned.</i> *Identify vocabulary they do not know in a text. *Suggest meaning using their own language bank.	*Draw on their existing vocabulary to speculate on the meaning of new words they encounter *Recall the definition of new vocabulary learnt previously	*Discuss and clarify the meanings of words, linking new meanings to known vocabulary *Discuss favourite words and phrases *Draw on what they already know or on background information and vocabulary provided by the teacher to work out the meaning of new words. *Recognise simple recurring literary language in stories	*Determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg: disagree, misbehave, incorrect *Explain the meaning of words in context; use dictionaries to check meanings *Discuss words and phrases that capture the reader's interest and imagination	*Determine the meaning of new words by applying knowledge of root words and their affixes *Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet. *Explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently. *Discuss and explain words and phrases that capture the reader's interest and imagination	*Determine the meaning of new words by applying morphological knowledge of root words and affixes accurately most of the time *Discuss their understanding of the meaning of words in context – finding other words which are similar	*Determine the meaning of new words by applying morphological knowledge of root words and affixes accurately. *Show, discuss and explore their understanding of the meaning of vocabulary in context * Investigate the meaning of unfamiliar words from the context of Year 6 texts by: reading around the word, identifying word class, using etymology, using word substitution/ synonyms.
Sequencing & summarising	*Pupil can make a comment about the text that has been read to them *Listens to others in one-to-one or small groups, when conversation interests them *Listens to familiar stories with increasing attention and recall	*Orally recall some events from the text in any order	*Sequence events into three parts- beginning, middle and end *Recall a few basic features of age-appropriate texts and retelling them in order	*Discuss the sequence of events in a book in chronological order *Becoming increasingly familiar with retelling a wider range of stories, fairy stories and traditional tales	*Explain and discuss their understanding of the order of a text and the main events using time adverbials *Increase familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally	*Identify and summarise main ideas drawn from more than one paragraph *Explain, discuss and describe their understanding of the sequence of events; the way a character changes through the story etc...	*Summarise main ideas from more than one paragraph – identifying some related details which support the main idea	*Confidently summaries content drawn from a chapter or book identifying prime details that support the main ideas.



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	*Be able to express a point of view & to debate when they disagree							
Retrieving	*Retrieve simple facts	*Orally retrieve simple facts about the character or plot for a story that is read to them or they read.	*Express views about events or characters in the story and explain clearly their understanding of what is read to them *Recall some simple points by locating some pages or sections of text	*Retrieve surface-level facts about a character or event in a text. *Retrieve simple facts from non-fiction texts to respond to retrieval questions. *Recall some specific, straightforward information. *Have a clear idea of where to look for information.	*Make retrieval comments which sometimes include quotations from the text.	*Identify relevant points in response to retrieval questions. *Make and support retrieval comments with relevant textual references or quotations.	*Clearly articulate the most relevant points, including those selected from different places in the text	*Clearly identify relevant points, including summary and synthesis of information from different sources/ places in the same text. *Incorporate apt textual references and quotations into commentary to support main ideas.
Predicting	*oral discussions about pictures in books	*Make oral predictions about characters using the front cover and developing plot.	*Predict what might happen with responses linked closely to the story characters, plot and language read so far	*Predict what might happen on the basis of what has been read so far using 'because'	*Predict what might happen from simple details both stated and implied which are	*Make plausible predictions about what might happen from details stated and implied.	*Make credible and insightful predictions which are securely rooted in the text.	*Use background knowledge and text knowledge to predict events making reference to patterns in similar genres.
Inferring & deducting	*orally discuss a picture	*Make simple inferences from images	*Pupil can make simple inferences from images and short extracts.	*Make inferences on the basis of what is being said and done *Draw on what they already know or on background information	*Draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions or words	*Make inferences based on evidence from different points in the text. *Make inferences which are often correct but comments are not always rooted securely in the text.	*Draw inferences and justify these with developed explanations and evidence from the text *Make inferences and deductions based on textual evidence.	*Make developed inferences and explain and justify with textual evidence to support their reasoning *Use contextual evidence to make sense of the text *Consider wider implications or significance of information, events or ideas in the text.
Comparing	*orally discuss the key events of stories	*Orally make comparisons of the same story. Jack and the Beanstalk, The gingerbread Man.		*Orally make simple comparisons of texts read to a whole class.	*Orally discuss and compare characters	*Orally discuss and compare characters and plots both read individually and in class.	*Make comparisons within and across texts eg: compare two ghost stories *Distinguish and compare facts from opinions with some accuracy and awareness of ambiguity	*Make explicit and appropriate comparisons within and across different texts that have been read both in school and independently *Distinguish between fact and opinion accurately and discuss ambiguity between the two
Evaluating/ explaining	*Explain some things that you like and some things you don't like. I like...	*Explain some stories that you like and some stories that you don't like *Explain at a basic level why you like some stories and why you don't like other. Encourage children to orally use because to explain why.			*Explain at a basic level why they have a particular view	*Explain and justify their views making reference to the text.	*Beginning to provide reasoned justifications for their views. *Evaluate how authors use language, including figurative language – and its effect on the reader.	*Make some detailed explanation and evaluation, with appropriate terminology, of how language is used. *Explain and evaluate the impact and effect of figurative language and its suitability of choice with suggestions of synonyms.
Structure & organisation	*Know where the front and back cover of a book is.	*Know where the title and blurb are found *Show some awareness of the difference between fiction and non-fiction *Know that an author writes a book	*Show some awareness of simple text features such as font style, labels, titles etc. *Discuss the significance of the title and events	*Show some awareness of features of organisation such as subheadings, images, contents page, beginning, middle and ending etc.	*Understand and comment about organisational features and use these to aid reading and understanding. *Read books that are structured in different ways and reading for a range or purposes	*Identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs	*Provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out; introductory paragraphs	*Identify language, structural and presentational features in texts and explain how they contribute to meaning
Non-fiction	*Select non-fiction books which interest them. *Have exposure to a range of non-fiction texts to explore and discuss. *Discuss images in non-fiction books.	* Select non-fiction texts of interest to them and discuss with an adult. *Discuss front covers and what information might be found inside. *Have exposure to a range of non-fiction texts to explore and discuss (including phonetically decodable to read).	*Understand that non-fiction texts provide information. *Listen to and discuss a range of non-fiction texts *Draw on what they already know and on background information.	*Recognise that non-fiction books are structured in different ways *Use features of a non-chronological book to locate desired information	*Retrieve and record simple information from non-fiction. *Listen to and discuss a range of non-fiction and reference or text books that are structured in different ways: identify their characteristics and recognise typical presentational features	*Listen to, discuss and read a range of non-fiction and reference or text books to support research and find desired information. *Know how information is signposted in reference books and use this to retrieve and record some information from non-fiction / reference texts	*Confidently retrieve, record and present information from non-fiction texts	*Ability to retrieve desired information at speed *Record and present information from non-fiction texts independently and creatively using different media..
Poetry	*Spot & suggest rhymes *Sings to self and makes up simple songs *Creates sounds, movements, drawings to accompany stories *Sing a large repertoire of songs	*Join in with repeated words or rhymes *Listens to a range of poetry linked to current theme *Uses actions to help memorise poems	*Appreciate rhymes and poems *Recite some short poems by heart *Recognise that poems are structured differently.	*Recognise simple recurring literary language in poetry *Build up a repertoire of poems learnt by heart *Recite some poems with appropriate intonation to make the meaning clear	*Prepare poems and play scripts to read aloud and perform – showing appropriate intonation and volume when reciting and reading aloud. *Recognise some different forms of poetry such as shape poems, free verse or narrative and explain their differences	*Prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation, pace, expression and volume when reciting and reading aloud	*Read and recite age-appropriate poems and more challenging poetry that has been learned by heart. *Demonstrate reading aloud with appropriate phrasing, patterns, rhyme and intonation when reading expressive poetry	*Demonstrate that they have learned a wide range of poetry by heart *Read poetry by creatively applying a range of appropriate fluency skills to reflect the style of poem. *Make reference to, and recognise, the different genres of poetry *Describe the effect of poetic devices on the reader.
End goals Book band	AP4: Secure with the Phase 1	AP2: secure with Phase 2 in line with ULS FS on track document AP3: secure with Phase 3 in line with ULS FS on track document AP4: secure with Phase 4 in line with ULS FS on track document	AP2: secure with Phase 5a in line with ULS Y1 on track document AP3: secure with Phase 5b in line with ULS Y1 on track document AP4: pass phonic screen/ secure with Phase 5c in line with ULS Y1 on track document	AP2: secure at EXS in reading assessment/Purple reader AP3: secure at EXS in reading assessment/ Gold reader AP4: achieving standardised score of 100+ in NFER reading paper/ White reader	AP2: secure at EXS in reading assessment AP3: secure at EXS in reading assessment AP4: achieving standardised score of 100+ in NFER reading paper / Lime Reader	AP2: secure at EXS in reading assessment AP3: secure at EXS in reading assessment AP4: achieving standardised score of 100+ in NFER reading paper / Ruby Reader	AP2: secure at EXS in reading assessment AP3: secure at EXS in reading assessment AP4: achieving standardised score of 100+ in NFER reading paper / Amber Book Band	AP2: secure at EXS in reading assessment AP3: secure at EXS in reading assessment AP4: achieving EXS+ in KS2 SATs Diamond Book Band