



## Great Ponton CofE Reading Progression Ladder.

Intent

To develop learners spoken language, reading, writing through modeling how to convey ideas fluently and confidently

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	Hear and say initial sounds in words and link sounds to letters, naming and sounding the letters of the alphabet.	Apply phonics knowledge and skills as the route to decode words. Respond speedily with the correct sound to graphemes for all 40+ phonemes. Read accurately by blending sounds in unfamiliar words. Read common exception words. Read words containing taught GPCs. Read other words of more than one syllable. Read words with contractions. Read aloud accurately books that are consistent with their developing phonics knowledge. Re-read these books to build up fluency and confidence.	Continue to apply phonics knowledge and skills to decode words. Read accurately by blending the sounds in words that contain the graphemes taught so far. Read accurately words of two or more syllables. Read words containing common suffixes. Read further common exception words. Read most words quickly and accurately without overt sounding and blending. Read aloud books closely matching their improving phonics knowledge. Re-read these books to build up their fluency and confidence. Begin to read silently.	Apply their growing knowledge of root words, prefixes and suffixes. Read further exception words. Begin to accurately and fluently read books written at an age appropriate level at a speed that is sufficient to enable a focus on understanding.	Apply their growing knowledge of root words, prefixes and suffixes. Read further exception words. Accurately and fluently read books written at an age-appropriate interest level at a speed that is sufficient to enable a focus on understanding.	Apply their growing knowledge of root words, prefixes and suffixes. Read silently for a sustained period of time.	Apply their growing knowledge of root words, prefixes and suffixes. Read silently for a sustained period of time.
<b>Comprehension: Engage in a range of reading.</b>	Look at books independently and handle them carefully. Listen to stories with increasing attention.	Regularly listen to and discuss a wide range of poems, stories and non fiction at a level beyond that at which they can read independently. Link to what they read or hear to their own experiences. Make personal reading choices and simple comments about reading preferences.	Regularly listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read for a range of purposes. Make personal reading choices and explain reasons for them. Recommend books that they have read to their peers. Identify appropriate non fiction books to use to find out information about a given topic.	Regularly listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read for a range of purposes. Make personal reading choices and explain reasons for them. Recommend books that they have read to their peers. Appraise non-fiction texts to evaluate usefulness.	Regularly listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read for a range of purposes. Make personal reading choices and explain reasons for them. Recommend books that they have read to their peers. Quickly appraise non-fiction texts to evaluate their usefulness.	Regularly listen to and discuss a range of fiction, poetry, plays, non-fiction from a wide range of authors and genres. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read for range of purposes. Make personal reading choices and explain reasons for these. Reflect on reading preferences and habits on compare these with those of others.	Regularly listen to and discuss a range of fiction, poetry, plays, non-fiction from a wide range of authors and genres. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Read for range of purposes. Make personal reading choices and explain reasons for these. Reflect on reading preferences and habits on

						Recommend books that they have read to their peers, giving reasons for these. Quickly appraise non-fiction texts to evaluate their usefulness and quality.	compare these with those of others. Recommend books that they have read to their peers, giving reasons for these. Quickly appraise non-fiction texts to evaluate their usefulness and quality.
<b>Comprehension: Understanding the structure of texts.</b>	Begin to be aware of the way stories are structured.	Be introduced to a variety of non-fiction books. Distinguish the differences between fiction and non-fiction texts and discuss the different purposes for reading them. Sort non-fiction books into those with similar content/structure. Identify simple non-fiction features that support the structure of the text. Discuss the sequence of events in stories and identify the beginning, middle and end. Discuss the poem's pattern.	Be introduced to non-fiction books that are structured in different ways. Identify non-fiction features that support the structure of the text. Discuss the sequences of events in books and how the items of information are related. Recognise the structure and patterns of simple forms of poetry.	Read books that are structured in different ways. Identify non-fiction features that support the structure of the text. Sequence the main events in stories into five stages. Recognise some different forms of poetry.	Read books that are structured in different ways. Identify non-fiction features that support the structure of the text. Sequence the main events in longer stories into the five stages. Recognise some different forms of poetry.	Read books that are structured in different ways. Recognise that different texts types use different features to support the structure. Sequence the main events in longer stories into the five stage and identify how writers use more complex structures that do not have simple linear chronology. Recognise and compare an increasing range of poetry structures.	Read books that are structured in different ways. Recognise that different texts types use different features to support the structure. Sequence the main events in longer stories into the five stage and identify how writers use more complex structures that do not have simple linear chronology. Recognise and compare an increasing range of poetry structures and comment on how their structure influences meaning.
<b>Comprehension: Understanding themes and conventions and contexts of texts.</b>		Become familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics. Recognise and join in with predictable phrases. Recognise the elements of stories.	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Recognise simple recurring literary language in stories and poetry. Recognise simple settings and characters.	Increase familiarity with a wide range of books including fairy stories, fables and folk tales and retell some of these orally. Identify themes and conventions in a wide range of books.	Increase 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 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. Make comparisons within books.	Increase 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. Make comparisons within books
<b>Comprehension: Performing Poetry/Playscripts.</b>		Learn to appreciate rhymes and poems, and to recite some by heart. Perform poetry in unison, following the rhythm and keeping time.	Continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear.	Prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action.	Prepare poems and play scripts to read aloud and to perform and show understanding through intonation, tone, volume and action.	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform and show understanding through intonation, tone and	Learn a wider range of poetry by heart. Prepare poems and plays to read aloud and to perform and show understanding through

		Imitate and invent actions to accompany poetry.	Perform poetry individually or together: speak audibly and clearly.	Perform poetry individually or together: experiment with expression and use pauses for effect.	Perform poetry individually or together: varying, pace.	volume so that the meaning is clear to the audience. Use appropriate interaction between characters in play scripts.	intonation, tone and volume so that the meaning is clear to the audience. Use appropriate interaction between characters in play scripts.
<b>Comprehension:</b> Understanding word meanings.		Discuss word meanings, linking new meanings to those already known.	Discuss and clarify the meanings of new words, linking new meanings to known vocabulary. Use picture dictionaries to check the meanings of words they have read/heard read. Use morphology to work out the meaning of unfamiliar words.	Use dictionaries to check the meaning of words they have read. Use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words.	Use dictionaries to check the meaning of words they have read. Use morphological and etymological knowledge to work out the meanings of unknown words, including distinguishing shades of meaning among related words.	Use dictionaries to check the meaning of words that they have read. Use morphological and etymological knowledge to work out the meanings of unknown words, Infer meanings of unfamiliar words.	Use dictionaries to check the meaning of words that they have read. Use morphological and etymological knowledge to work out the meanings of unknown words, Infer meanings of unfamiliar words.
<b>Comprehension:</b> Understanding the use of language.		Discuss favourite words and phrases in poems and stories.	Identify, discuss and collect their favourite words and phrases and give reasons for choice.	Identify, discuss and collect words and phrases that capture the readers interest and imagination. Identify why authors/poets have used particular language.	Identify, discuss and collect words and phrases that capture the readers interest and imagination. Identify why authors/poets have used particular language.	Identify, discuss and collect words and phrases that capture the readers interest and imagination. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.	Identify, discuss and collect words and phrases that capture the readers interest and imagination. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.
<b>Comprehension:</b> Understanding the text.		Draw on what they already know or on background information and vocabulary provided by the teacher. Discuss the significance of the title and events. Check that the text makes sense to them as they read, correcting inaccurate reading. Answer literal, inferential and evaluative comprehension questions. Participate in discussions about what is read to them, taking turns and listen to what others say. Explain clearly their understanding of what is read to them.	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, correcting inaccurate reading. Answer literal, inferential and evaluative comprehension questions. Participate in discussions about books, poems and others works that are read to them and those that they can read for themselves, take turns and listen to what others say. Explain and discuss their understanding of books, poems and other material, both those that they listen	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them: discussing their understanding: explaining the meaning of words in context. Asking questions to improve their understanding of the text. Answer literal, inferential and evaluative comprehension questions. Identify how language structure, and presentation contribute to meaning. Participate in discussions about books, poems and others works that are read to them and those that they can read for themselves, take turns and listen to what others say.	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them: discussing their understanding: explaining the meaning of words in context. Asking questions to improve their understanding of the text. Answer literal, inferential and evaluative comprehension questions. Identify how language structure, and presentation contribute to meaning. Participate in discussions about books, poems and others works that are read to them and those that they can read for themselves, take turns and listen to what others say.	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them: discussing their understanding: explaining the meaning of words in context. Asking questions to improve their understanding of the text. Answer literal, inferential and evaluative comprehension questions. Identify how language structure, and presentation contribute to meaning. Distinguish between statements of fact and opinion. Participate in discussions about books, poems and others works that are read to them and those that they can read for themselves, build on their own and others ideas and challenge views courteously. Provide reasoned justifications for their views. Explain and discuss their understanding of what they have	Draw on what they already know or on background information and vocabulary provided by the teacher. Check that the text makes sense to them: discussing their understanding: explaining the meaning of words in context. Asking questions to improve their understanding of the text. Answer literal, inferential and evaluative comprehension questions. Identify how language structure, and presentation contribute to meaning. Distinguish between statements of fact and opinion. Participate in discussions about books, poems and others works that are read to them and those that they can read for themselves, build on their own and others ideas and challenge views courteously. Provide reasoned justifications for their views. Explain and discuss their understanding of what they

			to and those that they read for themselves.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.	have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.
<b>Comprehension: Using inference and making predictions.</b>		Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far. Make simple predictions about what might happen next in stories based on the knowledge of others stories and their own experience.	Make inferences on the basis of what is being said and done. Predict what might happen on the basis of what has been read so far. Make predictions based on knowledge of typical settings and what is likely to happen in them and typical characters and how they are likely to behave. Make predictions using experience of reading books by the same author.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from details stated and implied. Make predictions using experience of reading books by the same author.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from details stated and implied. Make predictions using experience of reading books by the same author.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from details stated and implied. Make predictions based on the mood/atmosphere changes that the author has created. Make predictions using experience of reading books by the same author or similar genres.	Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Predict what might happen from details stated and implied. Make predictions using experience of reading books by the same author or similar genres.
<b>Comprehension: Summarising.</b>		Identify the main idea of a text.	Identify the main ideas of a text.	Identify and summarise the main idea of a paragraph.	Identify main ideas drawn from more than one paragraph and summarise these.	Summarise the main ideas drawn up from one paragraph, identify key details that support the main ideas. Summarise and present a familiar story in their own words.	Summarise the main ideas drawn up from one paragraph, identify key details that support the main ideas. Summarise and present a familiar story in their own words. Summarise information from more than one text.
<b>Comprehension: Navigating texts.</b>	Hold the book the correct way up, turn pages and recognize the front and back cover.	Locate page showing specific information.	Locate pages showing specific information in fiction and non-fiction. Scan a short section of a text for a key word.	Retrieve and record information from non-fiction. Scan for key words to retrieve information.	Retrieve and record information from non-fiction. Scan for key words or phrases to retrieve information.	Retrieve, record and present information from non-fiction. Apply information retrieval skills in other subjects. Scan for key words or phrases to retrieve information. Skim a text for gist in order to see if the text is relevant and/or locate the appropriate section for close reading.	Retrieve, record and present information from non-fiction. Apply information retrieval skills in other subjects and for own personal use/research. Use a combination of skimming for gist, scanning and close reading across a text to locate specific detail.