

## Otterburn Primary Reading Progression Grid

Word Reading			
	Phonics and decoding	Common exception words	Fluency
Early Years	<ul style="list-style-type: none"> <li>Read words consistent with their phonic knowledge by sound blending.</li> <li>Say a sound for each letter of the alphabet at least 10 digraphs.</li> </ul>	Read aloud some common exception words in line with the school's phonic programme.	<ul style="list-style-type: none"> <li>Read aloud simple sentences and books that are consistent with their phonic knowledge including some common exception words.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>To apply phonic knowledge and skills as the route to decode words.</li> <li>Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. Read words containing taught GPCs.</li> <li>Read words containing -s, -es, -ing, -ed and -est endings.</li> <li>Read words with contractions e.g. I'll, I'm, We'll and know that the apostrophes represent omitted letters.</li> </ul>	Read a range of Year 1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.	<ul style="list-style-type: none"> <li>Read texts that are consistent with developing phonic knowledge, that do not require using other strategies to work out words.</li> <li>Reread texts to build up fluency and confidence in word reading.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>Read accurately by blending the sounds in words that contain the graphemes taught so far.</li> <li>Accurately read most words of two or more syllables.</li> <li>Read most words containing common suffixes e.g. -ment, -less, -ness, -ful and -ly.</li> </ul>	Read most Year 1 and Year 2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	<ul style="list-style-type: none"> <li>Read aloud books, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>Reread these books to build up fluency and confidence in word reading.</li> <li>Read words accurately and fluently without overt sounding and blending.</li> </ul>

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<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Use phonic knowledge to decode quickly and accurately.</li> <li>• Apply growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, and auto-, to begin to read aloud.</li> <li>• Apply growing knowledge of root words and suffixes, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, and -cian to begin to read aloud.</li> </ul>	Begin to read Year 3/ 4 exception words.	<ul style="list-style-type: none"> <li>• Comprehension skills should take precedence over teaching word reading and fluency specifically.</li> <li>• Word reading should support the development of vocabulary.</li> <li>•</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Attempt to decode any unfamiliar words with increasing speed and accuracy.</li> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud fluently.</li> </ul>	Read all Year 3/4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Attempt to decode unfamiliar words with increasing speed.</li> <li>• Apply growing knowledge of root words, prefixes and suffixes, including -sion, --tion, -cial, -tial, -ant/ -ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/-ibly, to read aloud fluently</li> </ul>	Read most Year 5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Read all Year 5/6 exception words, root words, prefixes and suffixes fluently.</li> <li>• Decode unfamiliar words with increasing speed and skill.</li> </ul>	Read all Year 5/6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	

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Comprehension			
	Comparing, Contrasting and Commenting	Words in context and authorial choices	Inference and prediction
Early Years	<ul style="list-style-type: none"> <li>Anticipate - where appropriate - key events in stories.</li> <li>Make comments about what they have heard and ask questions to clarify their understanding.</li> <li>Use and understand recently introduced vocabulary during discussions about [texts].</li> <li>Know some similarities and differences [in History, Geography, RE, Science] drawing on ... what has been read to them.</li> <li>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to.</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</li> <li>Link what they have read to their own experiences.</li> <li>Retell familiar stories in increasing detail.</li> <li>Join in with discussions about a text.</li> <li>Discuss the significance of titles and events</li> </ul>	Discuss word meaning and link new meanings to those already known.	<ul style="list-style-type: none"> <li>Begin to make simple inferences.</li> <li>Predict what might happen on the basis of what has been read so far.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Participate in discussions about books, poems and other works.</li> </ul>	Discuss and clarify the meanings of words, linking new meanings to known vocabulary. Discuss	<ul style="list-style-type: none"> <li>Make inferences on the basis of what is being said and done.</li> </ul>

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	<ul style="list-style-type: none"> <li>• Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Recognise simple recurring literacy language in stories and poetry.</li> <li>• Ask and answer questions about a text.</li> <li>• Make links between the text and other texts they have read.</li> </ul>	<p>their favourite words and phrases.</p>	<ul style="list-style-type: none"> <li>• Predict what might happen on the basis of what they have read so far.</li> </ul>
<b>Year 3</b>	<ul style="list-style-type: none"> <li>• Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.</li> <li>• Use appropriate terminology when discussing texts (plot, character, setting).</li> </ul>	<ul style="list-style-type: none"> <li>• Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>• Start to discuss authors' choice of words and phrases for effect.</li> </ul>	<ul style="list-style-type: none"> <li>• Ask and answer questions appropriately, including some simple inference questions based on characters' thoughts, feelings and motives based on what is said.</li> <li>• Justify predictions using evidence from the text.</li> </ul>
<b>Year 4</b>	<ul style="list-style-type: none"> <li>• Discuss and compare texts from a wide variety of genres and writers.</li> <li>• Read for a range of purposes.</li> <li>• Identify themes and conventions in a wide range of books.</li> <li>• Refer to authorial style, overall themes, and features.</li> <li>• Identify how language, structure and presentation contribute to meaning.</li> <li>• Identify main ideas drawn from more than one paragraph and summarise these.</li> </ul>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<ul style="list-style-type: none"> <li>• Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</li> <li>• Justify predictions (from details stated and implied) with evidence.</li> </ul>
<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Read a wide range of genres, identifying the characteristics of text types and the</li> </ul>	<p>Discuss vocabulary used by the author to create effect including figurative language. Evaluate the</p>	<p>Make predictions based on details stated and implied, justifying them in detail with evidence</p>

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	<p>differences between text types.</p> <ul style="list-style-type: none"> <li>• Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</li> <li>• Identify main ideas drawn from more than one paragraph and to summarise these.</li> <li>• Recommend texts to peers based on personal choice.</li> </ul>	<p>use of authors' language and explain how it has created an impact on the reader.</p>	<p>from the text.</p>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres.</li> <li>• Recognise more complex themes.</li> <li>• Explain and discuss understanding of what they have read through presentations and debates.</li> <li>• Listen to guidance and feedback on the quality of explanations and contributions.</li> <li>• Draw out key information and to summarise the main ideas in a text.</li> <li>• Distinguish independently between statements of fact and opinion.</li> <li>• Compare characters, settings and themes within a text and across more than one text.</li> </ul>	<p>Analyse and evaluate the use of language, and how it is used for effect, using technical terminology such as metaphor, simile, imagery, style and effect.</p>	<ul style="list-style-type: none"> <li>• Consider different accounts of the same event and discuss viewpoints.</li> <li>• Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> </ul>

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Comprehension			
	Poetry and Performance	Non-fiction	Understanding and correcting inaccuracies
Early Years	<ul style="list-style-type: none"> <li>Make use of props and materials when role playing characters in narratives and stories. Perform songs, rhymes and stories with others.</li> <li>Retell stories and narrative using their own words and recently used vocabulary.</li> <li>Listen attentively and respond to what they hear with ... actions when being read to.</li> </ul>	<ul style="list-style-type: none"> <li>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</li> <li>Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>Know [and explain] some similarities and differences [in History, Geography, RE, Science] drawing on what has been read to them.</li> <li>Understand the past through settings, characters and events encountered in books and storytelling.</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Recite simple poems by heart. e.g. short rhyme and limericks.</li> </ul>	<ul style="list-style-type: none"> <li>Recognise that non-fiction books are often structured in different ways.</li> <li>Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</li> </ul>	<ul style="list-style-type: none"> <li>Check a text makes sense as they read and to self-correct.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Build up a repertoire of poems learnt by heart.</li> </ul>	<ul style="list-style-type: none"> <li>Start to explain organisational features of texts, including alphabetical order layout, diagrams, captions, and bullet points.</li> </ul>	<ul style="list-style-type: none"> <li>Show understanding by drawing on what they already know or on background information and vocabulary provided.</li> <li>Check that a text makes sense as they read and to correct inaccurate reading.</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Prepare and perform poems and playscripts (several stanzas) that show some awareness of the audience when reading aloud.</li> <li>Begin to use appropriate intonation and volume when reading aloud.</li> </ul>	<ul style="list-style-type: none"> <li>Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</li> </ul>	
Year 4	<ul style="list-style-type: none"> <li>Recognise and discuss some different forms of poetry.</li> <li>Prepare and perform poems and</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet</li> </ul>	

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	playscripts with appropriate techniques (e.g. action and volume) to show awareness of the audience when reading aloud.	points and understand how these support the reader in gaining information efficiently. <ul style="list-style-type: none"> <li>Use dictionaries to check the meaning of words.</li> </ul>	
<b>Year 5</b>	<ul style="list-style-type: none"> <li>Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the features of different non-fiction texts, including content, structure, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.</li> </ul>	
<b>Year 6</b>	<ul style="list-style-type: none"> <li>Confidently perform texts using a range of devices to engage the audience and for analysis</li> </ul>	<ul style="list-style-type: none"> <li>Understand how writers use the features and structure of information texts to help convey their ideas or information and how this contributes to the purpose of the text as a whole.</li> </ul>	

Common exception words taken from English Appendix 1: spelling	
<b>Year 1</b>	the, a, do, to, today, of, said, says, are, were, was, is, his, has, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our – and/or others, according to the programme used
<b>Year 2</b>	door, floor, poor, because, find, kind, mind, behind, child, children*, wild, climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could, should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas – and/or others according to programme used. Note: 'children' is not an exception to what has been taught so far but is included because of its relationship with 'child'.
<b>Year 3 Year 4</b>	accident(ally), actual(ly), address, answer, appear, arrive, believe, bicycle, breath, breathe, build, busy/business, calendar, caught, centre, century, certain, circle, complete, consider, continue, decide, describe, different, difficult, disappear, early, earth, eight/eighth, enough, exercise, experience, experiment, extreme, famous, favourite, February, forward(s), fruit, grammar, group, guard, guide, heard, heart, height, history, imagine, increase, important, interest, island, knowledge, learn, length, library, material, medicine, mention, minute, natural, naughty, notice, occasion(ally), often, opposite, ordinary, particular, peculiar, perhaps, popular, position, possess(ion), possible, potatoes, pressure, probably, promise, purpose, quarter, question, recent, regular, reign, remember, sentence, separate, special, straight, strange, strength, suppose, surprise, therefore, though/although, thought, through, various, weight, woman/women.

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<b>Year 5</b> <b>Year 6</b>	<p>accommodate, accompany, according, achieve, aggressive, amateur, ancient, apparent, appreciate, attached, available, average, awkward, bargain, bruise, category, cemetery, committee, communicate, community, competition, conscience, conscious, controversy, convenience, correspond, criticise, (critic + ise), curiosity, definite, desperate, determined, develop, dictionary, disastrous, embarrass, environment, equip (–ped, –ment), especially, exaggerate, excellent, existence, explanation, familiar, foreign, forty, frequently, government, guarantee, harass, hindrance, identity, immediate(ly), individual, interfere, interrupt, language, leisure, lightning, marvellous, mischievous, muscle, necessary, neighbour, nuisance, occupy, occur, opportunity, parliament, persuade, physical, prejudice, privilege, profession, programme, pronunciation, queue, recognise, recommend, relevant, restaurant, rhyme, rhythm, sacrifice, secretary, shoulder, signature, sincere(ly), soldier, stomach, sufficient, suggest, symbol, system, temperature, thorough, twelfth, variety, vegetable, vehicle, yacht.</p>
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