



The Meadows Reading Progression 2020



EYFS

Year 1

Year 2

LKS2

UKS2

Word Reading

Read and understand simple sentences.

Use phonic knowledge to decode regular words and read them aloud accurately.

Read some common irregular words.

Apply phonics knowledge and skills as the route to decode words.

Respond speedily with the correct sound to graphemes.

Read accurately by blending sounds in unfamiliar words.

Read common exception words.

Read words containing taught GPCs and -s, -es, -ing, -ed, -er, -est.

Read other words of more than one syllable that contain taught GPCs.

Read words with contractions. Read aloud accurately, books that are consistent with their developing phonic knowledge.

Re-read these books to build up fluency and confidence.

Check that the text makes sense as they read and correct inaccurate reading.

Continue to apply phonic knowledge until automatic decoding has become embedded and reading is fluent.

Read accurately by blending the sounds in words that contain the graphemes taught so far.

Read accurately words of two or more syllables that contain known graphemes.

Read words containing common suffixes.

Read further common exception words.

Read most words quickly and accurately.

Read aloud books closely matched to their improving phonic knowledge.

Re-read these books to build up fluency and confidence.

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.

Read further exception words.

Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words.

Check that the text makes sense as they read and correct inaccurate reading.

Developing pleasure

Demonstrate understanding when talking with others about what they have read.

Listen to and discuss a wide range of poems, stories and non-fiction.
Link what they read or hear to their own experiences.
Become very familiar with key stories, fairy stories and traditional tales by retelling them and considering their characteristics.
Recognise and join in with predictable phrases.
Learn to appreciate rhymes and poems, and recite some by heart.

Listen to, discuss and express views about a wide range of poetry, stories and non-fiction.
Become increasingly familiar with and retell a wider a range of stories.
Continuing to build up a repertoire of poems learned by heart.

Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and text books.
Read books that are structured in different ways and read for a range of purposes.
Increase their familiarity with a wide range of books (including fairy stories, myths and legends.)

Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and text books.
Read books that are structured in different ways and read for a range of purposes.
Increase their familiarity with a wide range of books (myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.)
Recommending books they have read to their peers, giving reasons for their choices.
Learning a wider range of poems by heart.
Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.

Vocabulary

	<p>Discuss word meanings, linking new meanings to those already known.</p>	<p>Recognise simple recurring literary language in stories and poetry. Discuss and clarify the meanings of words, linking new words to known vocabulary. Discuss their favourite words and phrases.</p>	<p>Use dictionaries to check the meaning of words that they have read. Check that the text makes sense, discuss their understanding and explain the meaning of words in context.</p>	<p>Check that the text makes sense, discuss their understanding and exploring the meaning of words in context.</p>
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Retrieving/clarifying

	<p>Drawing on what they already know (or on background information and vocabulary provided by the teacher) to understand the books.</p>	<p>Introduced to non-fiction books that are structured in different ways. Drawing on what they already know (or on background information and vocabulary provided by the teacher) to understand the books</p>	<p>Retrieve and record information from non-fiction.</p>	<p>Distinguish between statement of fact and opinion. Retrieve, record and present information from non-fiction. Provide reasoned justifications for their views.</p>
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Summarising/paraphrasing

	<p>Discuss the significance of the title and events. Explain clearly their understanding of what is read to them, Participate in discussion about what is read to them, taking</p>	<p>Discuss the sequence of events in books and how items of information are related. Participate in discussion about what is read to them,</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these. Participate in discussion about both books they read themselves and what is read</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Participate in discussion about both books they read themselves and what is read to them, building on their own and others' ideas and challenging views courteously.</p>
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turns and listening to what others say.	taking turns and listening to what others say. Explain and discuss their understanding of books, poems and other material.	to them, taking turns and listening to what others say.	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.
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Inferring/Analysing

Making inferences on the basis of what is being said and done.	Making inferences on the basis of what is being said and done.	Draw inferences such as characters' feelings thought and motives from their actions; justify reasons with evidence.	Draw inferences such as characters' feelings thought and motives from their actions; justify inferences with evidence.
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Predicting and Questioning

Predicting what might happen on the basis of what has been read so far.	Answering and asking questions Predicting what might happen on the basis of what has been read so far.	Asking questions to improve their understanding of a text. Predict what might happen next from details stated and implied.	Asking questions to improve their understanding. Predict what might happen next from details stated and implied.
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Explaining language and structure/analyse and evaluate

	✗	✗	Identify themes and conventions in a wide range of books. Identify how language, structure and presentation contribute to meaning.	Identify themes and conventions in a wide range of writing. Identify how language, structure and presentation contribute to meaning.
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Authorial Intent

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Discuss words and phrases that capture the reader's interest and imagination.

Discuss and evaluate how authors use of language, including figurative language, considering the impact on the reader.

Comparing/analyse and compare

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Recognise some different forms of poetry.

Making comparisons within and across books.