English Reading Skills Progression - Updated November 2026 – Reception

CLASS TEXTS	Fiction:	Handa's Surprise Nursery Rhymes – Jack and Jill, Humpty Dumpty, The Grand Old Duke of York , Old Mother Hubbard, Twinkle Twinkle Little Star, Hey Diddle Diddle, Hickory, Dickory Dock	
		Key Stories – Ness the Nurse, Super Sid, No More Eeyore's, The Teddy Robber, The Queen's Handbag. Classic Texts – We're Going on a Bear Hunt, The Tiger Who Came to Tea, The Selfish Crocodile, Owl Babies, The Pig in the Pond, Six Dinner Sid, Farmer Duck	
		Nursery Rhymes – Jack and the Beanstalk, Little Red Riding Hood, The Three Little Pigs, Goldilocks and the Three Bears, Little Red Hen, Enormous Turnip, Oliver's Vegetables Topic-related Stories – The Fish Who Could Wish, Tiddler, The Snail and the Whale, Superworm, The Giant Jam Sandwich, The Very Quiet Cricket, The Very Hungry Crocodile	
	Non-fiction:	Throughout year - Texts about our bodies, 'People Who Help Us', Bean and Sunflower Diary, Lifecycle Books, Space/Planet Books, books about creatures which live under the sea and minibeasts, books about festivals – Diwali, Hannukah, Christmas.	
	Poetry:	Poetry – Poems from 'A Great Big Cuddle', 'Zim Zam Zoom', 'My Village: Rhymes from Around the World'.	
WORD READING	Spot and suggest rhymes		Autumn 1
	Count or clap syllables in words		Autumn 1
	Recognise words with the same initial sound		Autumn 1
	Read individual letters by saying the sounds for them		Autumn 2
	Blend sounds into words so that I can read short words		Spring 1
	Read some letter groups that each represent one sound and can say the sounds for them. I can read some common exception words		Spring 1
	Read simple phrases and sentences made up of words with known letter-sounds and a few exception words		Spring 1
	Say a sound for each letter in the alphabet and at least 10 digraphs.		Summer 1
	Read words consistent with my phonic knowledge by sound-blending		Summer 1
	Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words		Summer 1
COMPREHENSION	Understand that print has meaning, print can have different purposes, we read English from left to right and top to bottom.		Autumn 1
	Understand page sequence and the names of the different parts of a book.		Autumn 1
	Demonstrate understanding of what has been read to by retelling stories and narratives in my own words using recently introduced vocabulary		Spring 1
	Anticipate key events in stories		Spring 1
	Engage in extended conversations about stories		Spring 1
	Demonstrate understanding of what has been read to by retelling stories and narratives in my own words using recently introduced vocabulary		Summer 2
	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems		Summer 2
CLASS	Phonics - teachers use the Supersonic Phonic Friends planning as a basic structure for teaching phonics – taught daily		
	Activities are planned to ensure progressive teaching of phonics throughout the day		

INDIVIDUAL/GROUP	Children read with individually once per week with LSA/teacher	
	Lowest 20% and those children who don't read at home read individually at least three times weekly. There are also interventions for fine motor control and coordination and communication and language.	

English Reading Skills Progression - Updated November 2026 – Year 1

CLASS TEXTS	Fiction:	Traditional/Fairy Tales: Red Riding Hood Gingerbread Man Three Billy Goats Gruff Jack and the Beanstalk Elves and the Shoemaker Goldilocks			
		Autumn Fiction: Where the Wild Things Are, Peace at Last, The Day the Crayons Quit, A Dark, Dark Tale, Traction Man			
		Spring1 Fiction: Beegu, Man on the Moon, Jack and the Flumflum Tree, Dougal's Deep Sea Diary Spring2 Fiction: Lost and Found, The Koala Who Could, Dear Zoo, Six Dinner Sid, Meercat Mail, Giraffes Can't Dance, How to be a Lion			
		Summer1 Fiction: Oliver's Vegetables, Oliver's Fruit Salad, Avocado Baby, Jasper's Beanstalk, Supertato, The Enormous Turnip, The Runaway Pea, Summer2 Fiction: The Giant Jam Sandwich, The Lighthouse Keeper's Lunch, The Storm Whale, Someone Swallowed Stanley, Who Sank the Boat?, Katie's Sunflowers			
	Non-fiction:	Autumn Non-fiction: Spring Non-Fiction: Christopher Columbus, Neil Armstrong, Ranulph Fiennes, Amy Johnson Summer Non-Fiction: Growth/Plants			
	Poetry:	Rhyming poetry			
WORD READING			AUT	SPR	SUM
	Apply phonic knowledge and skills as the route to decode words				
	Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes				
	Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught				
	Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word				
	Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings				
	Read other words of more than one syllable that contain taught GPCs				
	Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)				
	Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words				
	Re-read these books to build up their fluency and confidence in word reading.				
COMPREHENSION	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently				
	Be encouraged to link what they read or hear read to their own experiences				

	Become very familiar with key stories, fairy stories and traditional tales, retell them and consider their particular characteristics			
	Recognise and join in with predictable phrases			
	Learning to appreciate rhymes and poems, and recite some by heart			
	Discuss word meanings, linking new meanings to those already known			
	Understand familiar and unfamiliar books by drawing on what they already know or on background information and vocabulary provided by the teacher			
	Check that the text makes sense as they read and correct inaccurate reading			
	Discuss the significance of the title and events			
	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			
	Participate in discussion about what is read to them, taking turns and listening to what others say			
	Explain clearly their understanding of what is read to them			
CLASS	Phonics - teachers use the Supersonic Phonic Friends planning as a basic structure for teaching phonics – taught daily			
	Reading is taught during whole class literacy sessions at least 3 x weekly and this includes comprehension and inference skills, as well as decoding			
	Teach reading skills through class book			
INDIVIDUAL/GROUP	Children read with individually once per week with LSA/teacher			
	Lowest 20% read individually twice weekly			
	Children are taught how to read in daily phonics sessions			

English Reading Skills Progression - Updated November 2026 – Year 2

CLASS TEXTS	Fiction:	The Way Back Home The Storm Whale The Tunnel			
		The Colour Monster			
		The Disgusting Sandwich			
		The Great Kapok Tree The Day the Crayons came home			
		The Owl Who Was Afraid of the Dark			
	Non-fiction:	Great Fire of London texts Samuel Pepys diary Comprehensions as part of guided reading			
	Poetry:	Repeating Poems Down by the Dustbin – Michael Rosen			
	Play:	Upper banded books include playscripts			
	Film Units:	Aldi Christmas Carol Advert, Bubbles			
WORD READING			AUT	SPR	SUM
	Continue to apply phonic knowledge and skills as the route to decode words 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, especially recognising alternative sounds for graphemes				
	Read accurately words of two or more syllables that contain the same graphemes as above				
	Read words containing common suffixes				
	Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word				
	Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered				
	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation				
	Re-read these books to build up their fluency and confidence in word reading				
COMPREHENSION	Listen to, discuss and express 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				
	Discuss the sequence of events in books and how items of information are related				
	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales				
	Be introduced to non-fiction books that are structured in different ways				
	Recognise simple recurring literary language in stories and poetry				
	Discuss and clarify the meanings of words, linking new meanings to known vocabulary				

	Discuss their favourite words and phrases			
	Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear			
	Understand familiar and unfamiliar books by drawing on what they already know or on background information and vocabulary provided by the teacher			
	Check that the text makes sense as they read and correct inaccurate reading			
	Make inferences on the basis of what is being said and done			
	Answer and ask questions predicting what might happen on the basis of 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			
CLASS	DEAR time2 times a week - EMW			
	Reading skills taught through class book			
	Phonics taught daily (Supersonic Phonic Friends) - 3 groups			
	Reading skills taught as individual focus:- 4 x 30 minute reading skills lessons taught each week			
INDIVIDUAL/GROUP	Pre/post teach phonics sessions as necessary			
	Children read with an adult once a week – notes assessed against national curriculum outcomes, lowest 20% read more frequently			

English Reading Skills Progression - Updated November 2026 – Year 3

CLASS TEXTS	Fiction:	George's Marvellous Medicine			
		Leonora Bolt: Secret Inventor			
		How to Train your Dragon			
	Non-fiction:	Linked to topics			
	Poetry:	Haiku, Cinquain, Kenning, Limerick			
	Play:	Reading skill lesson, teaching of playscript			
WORD READING			AUT	SPR	SUM
	Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet				
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.				
COMPRCEHENSION	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks				
	Read books that are structured in different ways and reading for a range of purposes				
	Use dictionaries to check the meaning of words that they have read				
	Increase their 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				
	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action				
	Discuss words and phrases that capture the reader's interest and imagination				
	Recognise some different forms of poetry - eg free verse, narrative poetry				
	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context				
	Ask questions to improve their understanding of a text				
	Draw inferences and justify with evidence - such as inferring characters' feelings, thoughts and motives from their actions				
	Predict what might happen from details stated and implied				
	Identify main ideas drawn from more than one paragraph and summarise these				
	Identify how language, structure, and presentation contribute to meaning				
	Retrieve and record information from non-fiction				
	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.				
CLASS	15 minute daily DEAR time				
	Reading skills taught through class text				
	3 x 30 minute Wayne Tennant style reading lessons taught each week				
	Reading Buddies				
INDIVIDUAL/GROUP	Children that are not free readers read once a week				
	Lowest 20% read with daily				
	Precision Reading daily - lowest 20%				

English Reading Skills Progression - Updated November 2026 – Year 4

CLASS TEXTS	Fiction:	The Firework-maker's Daughter			
		A Series of Unfortunate Events: The Bad Beginning			
		The Iron Man & Norse Myths			
	Non-fiction:	No text - creative curriculum resources and variety of non-fiction, non-chronological books, relating to rainforests.			
	Poetry:	Revolting Rhymes - Roald Dahl, The Sound Collector – Roger McGough			
	Play:	ASOUE Playscript			
WORD READING			AUT	SPR	SUM
	Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet				
	Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.				
COMPREHENSION	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks				
	Read books that are structured in different ways and reading for a range of purposes				
	Use dictionaries to check the meaning of words that they have read				
	Increase their 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				
	prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action				
	Discuss words and phrases that capture the reader's interest and imagination				
	Recognise some different forms of poetry - eg free verse, narrative poetry				
	Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context				
	Ask questions to improve their understanding of a text				
	Draw inferences and justify with evidence - such as inferring characters' feelings, thoughts and motives from their actions				
	Predict what might happen from details stated and implied				
	Identify main ideas drawn from more than one paragraph and summarise these				
	Identify how language, structure, and presentation contribute to meaning				
	Retrieve and record information from non-fiction				
	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.				
CLASS	15 minute daily DEAR time				
	Reading skills taught through class text				
	3 x 30 minute Wayne Tennant style reading lessons taught each week				
	Class read at the end of the day three times per week				
	Reading Buddies				
INDIVIDUAL/GROUP	Each child read with once per week				
	Children not yet ARE read with three times a week				
	Phonics group with LSA 2 afternoons per week				

English Reading Skills Progression - Updated November 2026 – Year 5

CLASS TEXTS	Fiction:	House with Chicken Legs			
		The Lion, the Witch and the Wardrobe			
		The Boy at the Back of the Class			
	Non-fiction:	Newspaper articles, black history figures,			
	Poetry:	The Highwayman, remembrance day poems, Wishes			
	Play	extracts from: Macbeth, Oliver Twist, Wonder			
WORD READING			AUT	SPR	SUM
	Root words, prefixes, suffixes				
	Attempt pronunciation of unfamiliar words				
	Read fluently and with meaning				
COMPREHENSION	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and their features				
	Read books that are structured in different ways				
	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				
	Recommend books to peers giving reasons				
	Identify and discuss themes and conventions across a range of writing				
	Make comparisons within and across books				
	Learn a wider range of poetry by heart				
	Prepare poems and plays to read aloud and to perform – intonation, tone, volume, action				
	Explore the meaning of words in context				
	Ask questions to improve understanding				
	Draw inference and justify with evidence - such as inferring characters' feelings, thoughts and motives from their actions				
	Predict what might happen from details stated and implied				
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main 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				
	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 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.				
CLASS	3 x 30 minute Wayne Tennant style reading lessons taught each week				
	Reading skills taught through class text				

	Read ambitious class books for pleasure - House with Chicken Legs	
	Reading Buddies	
INDIVIDUAL/GROUP	Lowest 20% read with by adult once a week	
	Small group comprehension group	
	Teacher listens to children read during DEAR timep	

English Reading Skills Progression - Updated November 2026 – Year 6

CLASS TEXTS	Fiction:	The Nowhere Emporium			
		Holes			
		The Lost Thing			
	Non-fiction:	Black History figures, Marco Polo			
	Poetry:	The Listeners, The Highway Man, The Wind			
	Play	Excerpt from The Tempest			
WORD READING			AUT	SPR	SUM
	Root words, prefixes, suffixes				
	Attempt pronunciation of unfamiliar words				
	Read fluently and with meaning				
COMPREHENSION	Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks and their features				
	Read books that are structured in different ways				
	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				
	Recommend books to peers giving reasons				
	Identify and discuss themes and conventions across a range of writing				
	Make comparisons within and across books				
	Learn a wider range of poetry by heart				
	Prepare poems and plays to read aloud and to perform – intonation, tone, volume, action				
	Explore the meaning of words in context				
	Ask questions to improve understanding				
	Draw inference and justify with evidence - such as inferring characters' feelings, thoughts and motives from their actions				
	Predict what might happen from details stated and implied				
	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main 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				
	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 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.				
CLASS	3 x 30 minute Wayne Tennant style reading lessons taught each week				
	Reading skills taught through class text				

	Reading skills taught though reading comprehensions – tests, homework	
	Point Evidence Explain taught	
GROUP/INDIVIDUAL	Reading comprehension group – once a week – lowest 20% readers	
	Phonics groups – 2 children 4/5 times per week	
	Individual readers – lowest 8 readers – twice a week	