



St Leos and Southmead Catholic Primary School



Progression in Reading

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<p>-Say a sound for each letter in the alphabet and at least 10 digraphs</p> <p>-Read words consistent with their phonic knowledge by sound blending</p> <p>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words</p>	<p>-Read aloud accurately books that are consistent with their developing phonic knowledge</p> <p>-Apply phonic knowledge and skills as the route to decode words.</p> <p>-Respond speedily with the correct sound to grapheme for the 44 phonemes.</p> <p>-Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.</p> <p>-Read accurately by blending sounds in unfamiliar words.</p> <p>-Read common exception words, noting tricky parts (see below).</p> <p>-Read words containing-s, -es, -ing, -ed, -er, -est endings.</p> <p>-Split two and three syllable words into the</p>	<p>-Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>-Re-read books to build up fluency and confidence in word reading.</p> <p>-Read frequently encountered words quickly and accurately without overt sounding and blending.</p> <p>-Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>-Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.</p>	<p>As above and:</p> <p>-Read books at an age appropriate interest level</p> <p>-Use knowledge of root words to understand meanings of words.</p> <p>-Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-.</p> <p>-Use suffixes to understand meaningse.g.-ly,-ous.</p> <p>-Read and understand words from the Year 3 list(selected from the statutory Year 3/4 word list)-see below.</p>	<p>-Read books at an age appropriate interest level.</p> <p>-Use knowledge of root words to understand meanings of words.</p> <p>-Use prefixes to understand meanings e.g. in-,ir-,sub-, inter-,super-, anti-, auto-.</p> <p>-Use suffixes to understand meanings e.g. -ation,-tion, -ssion, -cian,-sion.</p> <p>-Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list-see below.</p>	<p>-Read books at an age appropriate interest level.</p> <p>-Use knowledge of root words to understand meanings of words.</p> <p>-Use suffixes to understand meanings e.g.-ant, -ance,- ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably.</p> <p>-Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list)-see below</p>	<p>-Read books at an age appropriate interest level.</p> <p>-Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.</p> <p>-Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</p> <p>-Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial.</p> <p>-Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) -see below.</p> <p>-Use etymology to help the pronunciation of new words e.g. chef, chalet, machine,</p>

		<p>separate syllables to support blending for reading.</p> <p>-Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</p> <p>-Develop fluency, accuracy and confidence by re-reading books.</p> <p>-Read more challenging texts using phonics and common exception word recognition.</p>	<p>-Read longer and less familiar texts independently.</p> <p>-Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>-Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace.</p> <p>-Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p> <p>-Read further common exception words, noting tricky parts (see below).</p>				brochure – French in origin.
Comprehension	<p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary</p> <p>-Anticipate – where appropriate – key events in stories</p> <p>-Use and understand recently introduced vocabulary during discussions about</p>	<p>Developing pleasure in reading and motivation to read</p> <p>-Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.</p> <p>-Relate texts to own experiences.</p> <p>-Recognise and join in with language</p>	<p>Developing pleasure in reading and motivation to read</p> <p>-Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.</p> <p>-Orally retell a wider range of stories, fairy</p>	<p>Developing pleasure in reading and motivation to read</p> <p>-Listen to and discuss a range of fiction, poetry, plays and nonfiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.</p> <p>-Regularly listen to whole novels read aloud by the teacher.</p>	<p>Developing pleasure in reading and motivation to read</p> <p>-Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.</p>	<p>Maintaining positive attitudes to reading</p> <p>-Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</p> <p>-Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</p>	<p>Maintaining positive attitudes to reading</p> <p>-Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>-Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</p>

	<p>stories, non-fiction, rhymes and poems and during role-play</p>	<p>patterns and repetition.</p> <p>-Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</p> <p>-Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.</p> <p>-Enjoy and recite rhymes and poems by heart.</p> <p>-Make personal reading choices and explain reasons for choices.</p> <p>Understanding books which they can read themselves and those which are read to them</p> <p>-Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p>	<p>tales and traditional tales.</p> <p>Sequence and discuss the main events in stories and recounts.</p> <p>-Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</p> <p>-Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).</p> <p>-Learn and recite a range of poems using appropriate intonation.</p> <p>-Make personal reading choices and explain reasons for choices.</p>	<p>-Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion.</p> <p>-Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.</p> <p>-Recognise some different forms of poetry e.g. narrative, calligrams, shape poems.</p> <p>-Sequence and discuss the main events in stories.</p> <p>-Orally retell a range of stories, including less familiar fairy stories, fables and folktales e.g. Grimm's Fairy Tales.</p> <p>-Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</p> <p>-Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.</p>	<p>-Regularly listen to whole novels read aloud by the teacher.</p> <p>-Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</p> <p>-Learn a range of poems by heart and rehearse for performance.</p> <p>-Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>-Orally retell a range of stories, including less familiar fairy stories, myths and legends.</p> <p>Understanding the text</p> <p>-Identify, discuss and collect effective words and phrases which</p>	<p>-Recommend books to their peers with reasons for choices.</p> <p>-Read books and texts that are structured in different ways for a range of purposes.</p> <p>-Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</p> <p>-Learn a wider range of poems by heart.</p> <p>-Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.</p> <p>Understanding texts they read independently and those which are read to them</p>	<p>-Independently read longer texts with sustained stamina and interest.</p> <p>-Recommend books to their peers with detailed reasons for their opinions.</p> <p>-Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</p> <p>-Learn a wider range of poems by heart.</p> <p>-Prepare poems and play scripts to read aloud and perform using dramatic effects.</p> <p>Understanding texts they read independently and those which are read to them</p> <p>-Explain the meaning of new vocabulary</p>
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		<ul style="list-style-type: none"> -Activate prior knowledge e.g. what do you know about mini-beasts? -Check that texts make sense while reading and self-correct. -Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. -Give opinions and support with reasons e.g. I like the Little Red Hen because she... -Explain clearly their understanding of what is read to them. -Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. -Identify and discuss the main events in stories. -Identify and discuss the main characters in stories. 	<p>Understanding books which they can read themselves and those which are read to them</p> <ul style="list-style-type: none"> -Identify, discuss and collect favourite words and phrases. -Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. -Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. -Uses tone and intonation when reading aloud. -Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? -Check that texts make sense while reading and self-correct. -Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. 	<ul style="list-style-type: none"> -Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. <p>Understanding the text</p> <ul style="list-style-type: none"> -Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. -Explain the meaning of unfamiliar words by using the context. -Use dictionaries to check meanings of words they have read. -Use intonation, tone and volume when reading aloud. -Take note of punctuation when reading aloud. -Discuss their understanding of the text. -Raise questions during the reading process to deepen understanding e.g. I wonder why the character. -Draw inferences around character's 	<ul style="list-style-type: none"> capture the reader's interest and imagination e.g. metaphors, similes. -Explain the meaning of key vocabulary within the context of the text. -Use dictionaries to check meanings of words in the texts that they read. -Use punctuation to determine intonation and expression when reading aloud to a range of audiences. -Make predictions based on information stated and implied. -Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. -Justify responses to the text using the PE prompt (Point + Evidence). -Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. 	<ul style="list-style-type: none"> Explain the meaning of words within the context of the text. -Use punctuation to determine intonation and expression when reading aloud to a range of audiences. -Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. -Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. -Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence. -Predict what might happen from information stated and implied. -Through close reading of the text, re-read and read ahead to locate clues to support understanding. 	<ul style="list-style-type: none"> within the context of the text. -Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. -Use a reading journal to record on-going reflections and responses to personal reading. -Explore texts in groups and deepen comprehension through discussion. -Provide reasoned justifications for their views. -Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point + Evidence + Explanation. -Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence + Explanation -Predict what might happen from information stated and implied.
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		<p>-Recall specific information in fiction and non-fiction texts.</p> <p>-Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.</p> <p>-Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.</p> <p>-Make basic inferences about what is being said and done.</p> <p>-Make predictions based on what has been read so far.</p> <p>Participating in discussion</p> <p>-Listen to what others say</p> <p>-Take turns</p>	<p>-Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</p> <p>-Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>-Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p> <p>-Make predictions based on what has been read so far.</p> <p>-Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p> <p>-Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p>	<p>thoughts, feelings and actions, and justify with evidence from the text.</p> <p>-Make predictions based on details stated.</p> <p>-Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>-Discuss the purpose of paragraphs.</p> <p>-Identify a key idea in a paragraph.</p> <p>-Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.</p> <p>Participating in discussion</p> <p>-Participate in discussion about what is read to them and books they have read independently</p>	<p>-Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>-Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</p> <p>-Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</p> <p>-Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.</p> <p>Participating in discussion</p>	<p>-Explore themes within and across texts e.g. loss, heroism, friendship</p> <p>-Make comparisons within a text e.g. characters' viewpoints of same events.</p> <p>-Distinguish between statements of fact and opinion within a text.</p> <p>-Scan for key words and text mark to locate key information.</p> <p>-Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>-Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt-Point + Evidence + Explanation.</p> <p>-Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</p> <p>-Identify how language, structure and presentation contribute to meaning e.g. formal letter,</p>	<p>-Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text</p> <p>-Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.</p> <p>-Compare characters within and across texts.</p> <p>-Compare texts written in different periods.</p> <p>-Recognise themes within and across texts e.g. hope, peace, fortune, survival.</p> <p>-Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</p> <p>-Skim for gist</p> <p>-Scan for key information e.g. identify words and phrases which tell you the character is</p>
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			<p>Participating in discussion</p> <ul style="list-style-type: none"> -Participate in discussion about what is read to them, taking turns and listening to what others say. -Make contributions in whole class and group discussion. -Consider other points of view -Listen and respond to contributions from others. 	<ul style="list-style-type: none"> -Develop and agree on rules for effective discussion. -Take turns and listen to what others say -Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> -Prepare for research by identifying what is already known about the subject and key questions to structure the task. -Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. -Quickly appraise a text to evaluate usefulness. -Navigate texts in print and on screen. 	<ul style="list-style-type: none"> -Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say -Develop, agree on and evaluate rules for effective discussion -Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles. <p>Retrieving and recording information from non-fiction</p> <ul style="list-style-type: none"> -Prepare for research by identifying what is already known about the subject and key questions to structure the task. -Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. 	<p>informal diary, persuasive speech.</p> <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> -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. Prepare formal presentations individually or in groups. -Use notes to support presentation of information. -Respond to questions generated by a presentation -Participate in debates on an issue related to 	<p>frustrated or find words/phrases which suggest that a theme park is exciting.</p> <ul style="list-style-type: none"> -Use a combination of skimming, scanning and close reading across a text to locate specific detail. -Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects. -Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. -Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument. <p>Participating in discussion and debate</p> <ul style="list-style-type: none"> -Participate in discussions about books, building on their own and others'
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				<p>-Record information from a range of non-fiction texts.</p>	<p>-Record information from a range of non-fiction texts</p> <p>-Scan for dates, numbers and names.</p> <p>-Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p> <p>-Explain how paragraphs are used to order or build up ideas, and how they are linked.</p>	<p>reading (fiction or non-fiction).</p> <p>Evaluating the impact of the author's use of language.</p> <p>-Explore, recognise and use the terms metaphor, simile, imagery.</p> <p>Explain the effect on the reader of the authors' choice of language.</p>	<p>ideas and challenging views courteously</p> <p>-Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Prepare formal presentations individually or in groups.</p> <p>Use notes to support presentation of information.</p> <p>-Respond to questions generated by a presentation. Participate in debates on issues related to reading(fiction/non-fiction).</p> <p>Evaluating the impact of the author's use of language</p> <p>-Explore, recognise and use the terms personification, analogy, style and effect.</p> <p>-Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques</p>
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