

Castle Primary's *English Curriculum*

Skills Progression in *Reading*

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Word Reading:</p> <p>1. Phonics & Decoding <i>Through 'Little Wandle' Scheme</i></p> <ul style="list-style-type: none"> a. Apply phonic knowledge and skills as the route to decode words. b. Blend sounds in unfamiliar words using the GPCs that they have been taught. c. Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes. d. Read words containing taught GPCs. e. Read words containing -s, -es, ing, -ed and -est endings. f. Read words with contractions, e.g. I'm, I'll and we'll. <p>1. Common Exception Words</p> <ul style="list-style-type: none"> a. Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. <p>3. Fluency</p> <ul style="list-style-type: none"> a. Accurately read texts that are consistent with developing phonic knowledge, that do not require the use of other strategies to work out words. b. Reread texts to build up fluency and confidence in word reading. 	<p>Word Reading:</p> <p>1. Phonics & Decoding</p> <ul style="list-style-type: none"> a. Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. b. Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. c. Accurately read most words of two or more syllables. d. Read most words containing common suffixes. <p>2. Common Exception Words</p> <ul style="list-style-type: none"> a. Read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. <p>3. Fluency</p> <ul style="list-style-type: none"> a. Read aloud books (closely matched to improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation. b. Reread these books to build up fluency and confidence in word reading. c. Read words accurately and fluently without overt sounding and blending, e.g., at over 90 words per minute, in age-appropriate texts. 	<p>Word Reading:</p> <p>1. Phonics & Decoding</p> <ul style="list-style-type: none"> a. Use phonic knowledge to decode quickly and accurately (<i>may still need support to read longer unknown words</i>). b. 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. c. Apply growing knowledge of root words and suffixes/word endings, including: -ation,-ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to begin to read aloud. <p>2. Common Exception Words</p> <ul style="list-style-type: none"> a. Read all Y1/2 common exception words noting unusual correspondences between spelling and sound and where these occur in the word. b. Begin to read Y3/Y4 exception words. <p>3. Fluency</p> <ul style="list-style-type: none"> a. Develop fluency of reading, decoding longer words with support, testing out different pronunciations. 	<p>Word Reading:</p> <p>1. Phonics & Decoding</p> <ul style="list-style-type: none"> a. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. b. Apply their knowledge of root words, prefixes and suffixes / word endings to read aloud fluently. <p>2. Common Exception Words</p> <ul style="list-style-type: none"> a. Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p>3. Fluency</p> <ul style="list-style-type: none"> a. Read most words fluently and attempt to decode unfamiliar words with speed and skill 	<p>Word Reading:</p> <p>1. Phonics & Decoding</p> <ul style="list-style-type: none"> a. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. b. Apply their growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial,-ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently. <p>2. Common Exception Words</p> <ul style="list-style-type: none"> a. Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p>3. Fluency</p> <ul style="list-style-type: none"> a. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. 	<p>Word Reading:</p> <p>1. Phonics & Decoding</p> <ul style="list-style-type: none"> a. Read fluently with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes / word endings & to decode any unfamiliar words with increasing speed and skill, recognising meaning through contextual cues. <p>2. Common Exception Words</p> <ul style="list-style-type: none"> b. Read all Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. <p>3. Fluency</p> <ul style="list-style-type: none"> a. Read fluently with full knowledge of all Y5/6 exception words, root words, prefixes, suffixes / word endings & to decode any unfamiliar words with increasing speed and skill, recognising meaning through contextual cues.
<p>Comprehension:</p> <p>1. Understanding & Correcting Inaccuracies</p> <ul style="list-style-type: none"> a. Check that a text makes sense as they read and to assist self-correction. 	<p>Comprehension:</p> <p>1. Understanding & Correcting Inaccuracies</p> <ul style="list-style-type: none"> a. Show understanding by drawing on what they already know or on background information and vocab provided by the teacher. b. Check that the text makes sense as they read and to correct inaccurate reading. 	<p>Comprehension:</p> <p>1. Understanding & Correcting Inaccuracies</p> <ul style="list-style-type: none"> a. Check that the text makes sense to them, by discussing their understanding and explaining the meaning of words in context. 	<p>Comprehension:</p> <p>1. Understanding & Correcting Inaccuracies</p> <ul style="list-style-type: none"> a. Understand the meaning of new words through contextual cues. 	<p>Comprehension:</p> <p>1. Understanding & Correcting Inaccuracies</p> <ul style="list-style-type: none"> a. Read a wide variety of texts / genres, and check understanding by exploring the meaning of words in context. 	<p>Comprehension:</p> <p>1. Understanding & Correcting Inaccuracies</p> <ul style="list-style-type: none"> a. Read a wider variety of challenging texts / genres, and check understanding by exploring the meaning of known and unknown words in context.

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<p>2. Comparing, Contrasting & Commenting</p> <p>a. Listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.</p> <p>b. Link what they have read or have read to them to their own experiences.</p> <p>c. Retell familiar stories in increasing detail.</p> <p>d. Join in with discussions about a text, taking turns and listening to what others say.</p> <p>e. Discuss the significance of titles and events.</p> <p>3. Words in Context & Authorial Choice</p> <p>a. Discuss word meaning and link new meanings to those already known.</p> <p>4. Inference & Prediction</p> <p>a. Begin to make simple inferences.</p> <p>b. Predict what might happen on the basis of what has been read so far.</p> <p>5. Poetry & Performance</p> <p>a. Recite simple poems by heart.</p> <p>6. Non-Fiction</p> <p>a. Listen to and discuss non-fiction texts.</p>	<p>2. Comparing, Contrasting & Commenting</p> <p>a. Participate in discussion about books, poems and other works that are read (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding & expressing views.</p> <p>b. Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>c. Discuss the sequence of events in books and how items of information are related.</p> <p>d. Recognise simple recurring literary language in stories and poetry.</p> <p>e. Ask and answer questions about a text.</p> <p>f. Make links between the text they are reading and other texts they have read (in texts that they can read independently).</p> <p>3. Words in Context & Authorial Choice</p> <p>a. Discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>b. Discuss their favourite words and phrases.</p> <p>4. Inference & Prediction</p> <p>a. Make inferences on the basis of what is being said and done.</p> <p>b. Predict what might happen on the basis of what has been read so far in a text.</p> <p>5. Poetry & Performance</p> <p>a. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> <p>6. Non-Fiction</p> <p>a. Recognise that non-fiction books are often structured in different ways.</p>	<p>2. Comparing, Contrasting & Commenting</p> <p>a. Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>b. Use appropriate terminology when discussing texts (plot, character, setting).</p> <p>3. Words in Context & Authorial Choice</p> <p>a. Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>b. Discuss authors' choice of words and phrases for effect.</p> <p>4. Inference & Prediction</p> <p>a. Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>b. Predict what might happen from details stated and implied.</p> <p>5. Poetry & Performance</p> <p>a. Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>b. Begin to use appropriate intonation and volume when reading aloud.</p> <p>6. Non-Fiction</p> <p>a. Retrieve and record information from non-fiction texts.</p> <p>b. Begin to use indexes, contents pages and glossaries.</p>	<p>2. Comparing, Contrasting & Commenting</p> <p>a. Discuss and compare texts from a wide variety of genres and writers.</p> <p>b. Read for a range of purposes.</p> <p>c. Identify themes and conventions in a wide range of books.</p> <p>d. Refer to authorial style, overall themes (e.g., <i>triumph of good over evil</i>) and features (e.g., <i>greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings</i>).</p> <p>e. Identify how language, structure and presentation contribute to meaning.</p> <p>f. Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>3. Words in Context & Authorial Choice</p> <p>a. Discuss vocabulary used by the author to create effect / capture readers' interest and imagination.</p> <p>4. Inference & Prediction</p> <p>a. Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting views with evidence from the text.</p> <p>b. Justify predictions using evidence from the text.</p> <p>5. Poetry & Performance</p> <p>a. Recognise and discuss some different forms of poetry (e.g., <i>free verse or narrative poetry</i>).</p> <p>b. Prepare and perform poems and play scripts with appropriate techniques (<i>intonation, tone, volume and action</i>) to show awareness of the audience when reading aloud.</p> <p>6. Non-Fiction</p> <p>a. Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>b. Use dictionaries to check the meaning of words that they have read.</p>	<p>2. Comparing, Contrasting & Commenting</p> <p>a. Read a wide range of genres, identifying the characteristics of text types (e.g., <i>use of the first person in writing diaries and autobiographies</i>) and differences between text types.</p> <p>b. 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.</p> <p>c. Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>d. Recommend texts to peers based on personal choice.</p> <p>e. Make comparisons within and across books.</p> <p>f. Distinguish independently between statements of fact and opinion,</p> <p>3. Words in Context & Authorial Choice</p> <p>a. Explain how language (including figurative language), structure and presentation can contribute to the meaning of a text.</p> <p>b. Discuss the use of authors' language and explain how it has created an impact on the reader / created an effect.</p> <p>4. Inference & Prediction</p> <p>a. Draw inferences and infer characters' feelings, thoughts and motives from their actions and justifying inferences with evidence.</p> <p>b. Make predictions based on details stated / implied, justifying them in detail with evidence from the text.</p> <p>5. Poetry & Performance</p> <p>a. Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p> <p>b. Adapt intonation, tone and volume to suit the purpose and audience.</p> <p>6. Non-Fiction</p> <p>a. Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction text.</p>	<p>2. Comparing, Contrasting & Commenting</p> <p>a. Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>b. Recognise more complex themes in what they read (e.g. <i>loss or heroism</i>).</p> <p>c. 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.</p> <p>d. Listen to guidance and feedback on the quality of their explanations and contributions to discussions and make improvements when participating in discussions.</p> <p>e. Draw out key information and summarise the main ideas in a text.</p> <p>f. Distinguish independently between statements of fact and opinion, providing reasoned justifications for views.</p> <p>g. Compare characters, settings and themes within a text and across more than one text.</p> <p>3. Words in Context & Authorial Choice</p> <p>a. Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.</p> <p>4. Inference & Prediction</p> <p>a. Consider different accounts of the same event and to discuss viewpoints (<i>both of authors and of fictional characters</i>).</p> <p>b. Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p> <p>5. Poetry & Performance</p> <p>a. Confidently perform texts (<i>including poems learnt by heart</i>) using a wide range of devices to engage the audience and for effect.</p> <p>6. Non-Fiction</p> <p>a. Retrieve, record and present information from non-fiction texts.</p> <p>b. Use non-fiction materials for purposeful information retrieval (e.g., <i>in reading history, geography and science textbooks</i>) and in contexts where pupils are genuinely motivated to find out information (e.g. <i>reading information leaflets before a gallery or museum visit or reading a theatre programme or review</i>).</p>