

Lowerplace Primary School



Reading Skills Progression

EYES

Speaking

- Be able to participate in small or large group or one-to-one discussions and be able to offer their own ideas using newly learnt vocabulary.
- Be able to offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes, and poems where appropriate.
- Be able to express their ideas and feelings about their experiences using full sentences, including the use of past, present and future tenses and making use of conjunctions, with modelling and support from an adult.

Literacy comprehension

- Be able to demonstrate an understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Be able to anticipate, where appropriate, such as key events in stories.
- Be able to use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.

Word reading

- Be able to say a sound for each letter in the alphabet and at least 10 digraphs.
- Be able to read words consistent with their phonic knowledge by sound-blending.
- Be able to read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<i>Phonics and decoding</i>	<ul style="list-style-type: none"> - Apply phonic knowledge and skills as the route to decode words. - To blend sounds in unfamiliar words using the GPCs that they have been taught. - To respond speedily, giving the correct sound to graphemes for all the 40+ phonemes. - To read words containing taught GPCs. - To read words containing -s, -es, -ing, -ed and -est endings. - To read words with contractions, e.g. I'm, I'll and we'll. 	<ul style="list-style-type: none"> - To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. - To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. - To accurately read most words of two or more syllables. - To read most words containing common suffixes. 	<ul style="list-style-type: none"> - To use their phonic knowledge to decode quickly and accurately, sometimes needing support to read longer unknown words. 	<ul style="list-style-type: none"> - To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. 	<ul style="list-style-type: none"> - To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skills, recognising their meaning through contextual cues. 	<ul style="list-style-type: none"> - To read fluently with full knowledge of all Y5/ Y6 common exception words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
<i>Common exception words</i>	<ul style="list-style-type: none"> - To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words. 	<ul style="list-style-type: none"> - To read most Y1 and Y2 common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> - To begin to read Y3/Y4 common exception words. 	<ul style="list-style-type: none"> - To read all Y3/ Y4 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> - To read most Y5/ Y6 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word. 	<ul style="list-style-type: none"> - To read all Y5/ Y6 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Fluency and word reading</p>	<ul style="list-style-type: none"> - To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words. - To re-read texts to build up fluency and confidence in word reading. - To check that a text makes sense and self-correct as they read. 	<ul style="list-style-type: none"> - To read aloud books matched to their phonic knowledge, sounding out unfamiliar words accurately without hesitation. - To re-read these books to build up fluency and confidence in word reading. - To read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. - To show understanding by drawing on what they already know or on background information provided by the teacher. 	<ul style="list-style-type: none"> - To apply their growing knowledge of root words and prefixes, including in, im, il, ir, dis, mis, un, re, sub, inter, super, anti and auto. - To apply their growing knowledge of root words and suffixes, including ation, ly, ous, ture, sure, sion, tion, ssion and cian. 	<ul style="list-style-type: none"> - To apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently. 	<ul style="list-style-type: none"> - To apply their growing knowledge of root words, prefixes and suffixes/ word endings to help them read fluently. 	<ul style="list-style-type: none"> - To read fluently with full knowledge of all Y5/ Y6 common exception words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Vocabulary</p>	<ul style="list-style-type: none"> - To discuss word meaning and link new meanings to those already known. 	<ul style="list-style-type: none"> - To discuss and clarify the meanings of words, linking new meanings to known vocabulary. - To discuss their favourite words and phrases. 	<ul style="list-style-type: none"> - To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - To discuss authors' choice of words and phrases for effect. 	<ul style="list-style-type: none"> - Discuss vocabulary used to capture readers' interest and imagination. 	<ul style="list-style-type: none"> - To discuss vocabulary used by the author to create effect including figurative language. - To evaluate the use of authors' language and explain how it has created an impact on the reader. 	<ul style="list-style-type: none"> - To 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.

Structure, understanding and enjoyment of texts

- To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently.
- To link what they have read or have read to them to their own experiences.
- To retell familiar stories in increasing detail.
- To join in with discussions about a text, taking turns and listening to what others say.
- To discuss the significance of titles and events.

- To participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.
- To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.
- To discuss the sequence of events in books and how items of information are related.
- To recognise simple recurring literacy language in stories and poetry.
- To ask and answer questions about a text.
- To make links between the text they are reading and other texts they have read.
- To recognise that non-fiction books are often structured in different ways.

- To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- To use appropriate terminology when discussing texts (plot, character, setting).
- To retrieve and record information from non-fiction texts.
- To use dictionaries to check the meaning of words that they have read.

- To discuss and compare texts from a wide variety of genres and writers.
- To read for a range of purposes.
- To identify themes and conventions in a wide range of books.
- To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the use of presentational devices such as numbering and headings).
- To identify how language, structure and presentation contribute to meaning.
- To identify main ideas drawn from more than one paragraph and summarise these.
- To use all of the organisational devices within a non-fiction text to retrieve, record and discuss information.

- To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.
- To 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.
- To identify main ideas drawn from more than one paragraph and to summarise these.
- To recommend texts to peers based on personal choice.
- To use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.

- To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from books from other cultures and traditions.
- To recognise more complex themes in what they read (such as loss or heroism).
- To 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.
- To listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.
- To draw out key information and to summarise the main ideas in a text.
- To retrieve, record and present information from non-fiction texts.
- To use non-fiction materials for purposeful information retrieval.

<p>Prediction and Inference</p>	<ul style="list-style-type: none"> - To begin to make simple inferences. - To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> - To make inferences on the basis of what is being said and done. - To predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> - To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. - To justify predictions using evidence from the text. 	<ul style="list-style-type: none"> - To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text. - To justify predictions from details stated and implied. 	<ul style="list-style-type: none"> - To draw inferences from characters' feelings, thoughts and motives. - To make predictions based on details stated and implied, justifying them in detail with evidence from the text. 	<ul style="list-style-type: none"> - To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). - To discuss how characters change and develop through texts by drawing inferences based on indirect clues.
<p>Poetry and Performance</p>	<ul style="list-style-type: none"> - To recite simple poems by heart. 	<ul style="list-style-type: none"> - To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> - To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. - To begin to use appropriate intonation and volume when reading aloud. 	<ul style="list-style-type: none"> - To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). - To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud. 	<ul style="list-style-type: none"> - To continually show an awareness of audience when reading out loud using intonation, tone, volume and action. 	<ul style="list-style-type: none"> - To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.