



# St John the Evangelist Catholic Primary School



## Progression of Skills for Reading

### National Curriculum Aims and Objectives - Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for reading aims to ensure that all pupils:

- reading easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading • appreciate our rich and varied literary heritage

		Key Stage 1		Key Stage 2			
EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading-phonics and decoding	Enjoy rhyming and rhythmic activities	Apply phonic knowledge and skills as the route to decode words.	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.	Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.	Read fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes/word endings
	Show an awareness of rhyme and alliteration	Blend sounds in unfamiliar words using the GPCs that they have been taught.	Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	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 begin to read aloud.	Apply their knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.	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.	Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.
	Recognise rhythm in spoken words	Respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.	Accurately read most words of two or more syllables.	Apply their 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.			
	Continue a rhyming string	Read words containing taught GPCs.	Read most words containing common suffixes.				
	Hear and say the initial sound in words	Read words containing -s, -es, - ing, -ed and est endings.					
	Segment the sounds in simple words and blending them together, knowing which letter represents some of them	Read words with contractions, e.g. I'm, I'll and we'll.					
	Link sounds to letters, naming and sounding the letters of the alphabet						
Use phonic knowledge to decode regular words and read them aloud accurately.							

		Key Stage 1		Key Stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word reading- common exception words</b>	To read some common irregular words.	Read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words	Read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.	Read most Y3/Y4 exception words.	Read all Y3/Y4 exception words, discussing the unusual correspondences between spelling and these occur in the word.	Read most Y5/ Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.	Read most Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word.
<b>Word reading-fluency</b>	Show interest in illustrations and print in books and print in the environment. Recognise familiar words and signs such as own name and advertising logos. Look and handle books independently (holds books the correct way up and turns pages). Ascribe meanings to marks that they see in different places. Begin to break the flow of speech into words. Begin to read words and simple sentences. Read and understand simple sentences.	Accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.  Reread texts to build up fluency and confidence in word reading.	Read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.  Reread these books to build up fluency and confidence in word reading.  Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age appropriate texts.	At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically.  Any focus on word reading should support the development of vocabulary.  Children should read age-appropriate texts at: Year 3 89 - 149 WPM Year 4 107 - 162 WPM Year 5 123 - 180 WPM Year 6 139 - 194 WPM <i>Accuracy as well as speed influences fluency; it is not just about the speed at which a child reads*</i>			

<p>Comprehension- understanding and correcting inaccuracies</p>	<p>Know that print carries meaning and, in English, is read from left to right and top to bottom.</p> <p>Understand humour, e.g. nonsense rhymes, jokes.</p>	<p>Check that a text makes sense to them as they read and self-correct.</p>	<p>Show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>				
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		Key Stage 1		Key Stage 2			
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Comprehension- comparing, contrasting and commenting – SEE VIPERS FOR FURTHER BREAKDOWN OF SKILLS</p>		<p>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>Link what they have read or have read to them to their own experiences.</p> <p>Retell familiar stories in increasing detail.</p> <p>Join in with discussions about a text, taking turns and listening to what others say. Discuss the significance of titles and events.</p>	<p>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.</p> <p>Become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Recognise simple recurring literary language in stories and poetry.</p> <p>Ask and answer questions about a text.</p> <p>Make links between the text they are reading and other texts they have read (in texts that they can read independently).</p>	<p>Recognise, listen to and discuss a wide range of fiction, poetry, plays, nonfiction and reference books or textbooks.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>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).</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>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.</p> <p>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>Identify main ideas drawn from more than one paragraph and to summarise these.</p> <p>Recommend texts to peers based on personal choice</p>	<p>Read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction and books from other cultures and traditions.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and make improvements.</p> <p>Draw out key information and summarise the main ideas in a text.</p> <p>Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p>

							Compare characters, settings and themes within a text and across more than one text.
<b>Inference and Prediction</b>	<p>Suggest how a story might end.</p> <p>Begin to understand 'why' and 'how' questions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events</p>	<p>Begin to make simple inferences.</p> <p>Predict what might happen on the basis of what has been read so far.</p>	<p>Make inferences on the basis of what is being said and done.</p> <p>Predict what might happen on the basis of what has been read so far in a text.</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>Justify predictions using evidence from the text.</p>	<p>Draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>Justify predictions from details stated and implied</p>	<p>Draw inferences from characters' feelings, thoughts and motives.</p> <p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>Consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>

<b>Poetry and Performance</b>	<p>Listen to and join in with stories and poems, one-to-one and also in small groups. Join in with repeated refrains in rhymes and stories.</p> <p>Use intonation, rhythm and phrasing to make the meaning clear to others. Develop preference for forms of expression.</p> <p>Play cooperatively as part of a group to develop and act out a narrative.</p> <p>Express themselves effectively, showing awareness of listeners' needs.</p>	<p>Recite simple poems by heart.</p>	<p>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>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>Begin to use appropriate intonation and volume when reading aloud.</p>	<p>Recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>Continually show an awareness of audience when reading out loud using intonation, tone, volume and action.</p>	<p>Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
<b>Non-Fiction</b>	<p>Suggest how a story might end.</p> <p>Begin to understand 'why' and 'how' questions.</p> <p>Answer 'how' and 'why' questions about their experiences and in response to stories or events</p>		<p>Recognise that non-fiction books are often structured in different ways.</p>	<p>Retrieve and record information from non-fiction texts.</p>	<p>Use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>Retrieve, record and present information from non-fiction texts.</p> <p>Use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils are genuinely motivated to find out information (e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review).</p>	

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EYFS		Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Development of Reading for Pleasure	<p>Listens to others one to one or in small groups, when conversation interests them. • Enjoys rhyming and rhythmic activities. • Listens to stories with increasing attention and recall.</p> <ul style="list-style-type: none"> <li>• Shows interest in illustrations and print in books and print in the environment.</li> <li>• Listens to and joins in with stories and poems, one-to-one and also in small groups.</li> </ul>	<p>Y1 Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently • Being encouraged to link what they read or hear read to their own experiences</p> <ul style="list-style-type: none"> <li>• Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • Recognising and joining in with predictable phrases</li> <li>• Learning to appreciate rhymes and poems, and to recite some by heart.</li> </ul> <p>Y2 Listening to, discussing and expressing 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</p> <ul style="list-style-type: none"> <li>• Becoming increasingly familiar with and retelling a wider range of stories, fairy stories</li> </ul>	<p>Y3 Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books English</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul> <p>Y4 Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Using dictionaries to check the meaning of words that they have read</li> <li>• Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> <li>• Identifying themes and conventions in a wide range of books English</li> <li>• Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li> <li>• Recognising some different forms of poetry [for example, free verse, narrative poetry]</li> </ul>	<p>Y5 Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Increasing their 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 English</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> <li>• Identifying and discussing themes and conventions in and across a wide range of writing</li> <li>• Making comparisons within and across books</li> <li>• Learning a wider range of poetry by heart</li> <li>• Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience</li> </ul> <p>Y6 Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <ul style="list-style-type: none"> <li>• Reading books that are structured in different ways and reading for a range of purposes</li> <li>• Increasing their 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 English</li> <li>• Recommending books that they have read to their peers, giving reasons for their choices</li> </ul>			