

Saint John Vianney Catholic School – Progression in Reading

0-1 years of age (Puddle Room)	1-2 years of age (Rockpool Room)	2- 3 years of age (Bay Room)
<p>Enjoy songs and rhymes, tuning in and paying attention. Enjoy singing, music and toys that make sounds.</p>	<p>Copy finger movements and other gestures (when singing rhymes). Copy gestures and words. Enjoy sharing books with an adult. Pay attention and respond to the pictures or the words in books. Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. Develop play around favourite stories using props. Explore a range of sound makers and instruments and play them in different ways. Make rhythmical and repetitive sounds. Listen to simple stories and understand what is happening, with the help of the pictures.</p>	<p>Begin pre-phonics; Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. Say some of the words in songs and rhymes. Sing songs and say rhymes independently, for example, singing whilst playing. Repeat words and phrases from familiar stories. Notice some print, such as the first letter of their name, a bus or a door number, or a familiar logo. I can listen to and identify outdoor sounds. Enjoy sharing books with an adult Pay attention and respond to the pictures or the words in a story Ask questions about the book. Make comments and share their own ideas. Develop play around favourite stories using props; Engage in extended conversations about stories, learning new vocabulary.</p>

Nursery 2 (Sea Room)	Reception (Ocean Room)
<p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> ○ Print has meaning; ○ Print can have different purposes; 	<p>Read the initial code by saying the sounds for the spelling; Blend sounds into words, so that they can read short words made up of known Grapheme -Phoneme-Correspondence (GPC);</p>

Saint John Vianney Catholic School – Progression in Reading

<ul style="list-style-type: none"> ○ We read English text from left to right and from top to bottom; ○ The names of different parts of a book; ○ Page sequencing; <p>Enjoy listening to longer stories and can remember much of what happens;</p> <p>Sing a large repertoire of songs;</p> <p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story;</p> <p>Continue with pre-phonics</p> <p>Develop their phonological awareness, so that they can:</p> <ul style="list-style-type: none"> ○ Spot and suggest rhymes ○ Count or clap syllables in a word ○ Recognise words with the same initial sound. 	<p>Read some letter groups that each represent one sound and say sounds for them;</p> <p>Read a few high frequency words matched to the school’s phonic programme (Sounds-Write);</p> <p>Read simple phrases and sentences made up of words with known GPC and, where necessary, a few common high-frequency words;</p> <p>Re-read phonic books to build fluency and confidence in word reading, and enjoyment;</p> <p>Re-read what they have written to check that it makes sense.</p> <p>Understand how to listen carefully and why listening is important.</p> <p>Learn new vocabulary;</p> <p>Engage in story-times;</p> <p>Listen to and talk about stories to build familiarity and understanding;</p> <p>Retell a story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words;</p> <p>Listen carefully to rhymes and songs, paying attention to how they sound;</p> <p>Learn rhymes, poems and songs;</p> <p>Engage in non-fiction books;</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>
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Year 1	Year 2
<p>In word reading . . .</p> <p>Apply phonic knowledge and skills as the route to decoding;</p> <p>Respond speedily with the correct sound to graphemes in the initial code (broadening into the extended code, as it is introduced), including, alternative sounds for graphemes;</p>	<p>In word reading . . .</p> <p>Continue to apply phonic knowledge and skills as the route to decoding until automatic and reading is fluent;</p> <p>Accurately blend the sounds in words that contain the graphemes taught, especially recognising alternative sounds for graphemes;</p>

Saint John Vianney Catholic School – Progression in Reading

Accurately blend sounds in unfamiliar words containing familiar Grapheme-Phoneme-Correspondence (GPC);
Words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.
Recognise common high frequency words, noting unusual correspondences between spelling and sound which occur in these words;
Other words of more than one syllable that contain taught GPCs;
Words with contractions and understand that the apostrophe represent the omitted letter.

When reading aloud . . .

Use their developing phonic knowledge to accurately read books 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.

In reading for purpose . . .

Develop pleasure in reading, by:

- listening to a wide range of rhymes, poems, stories and non-fiction at a level beyond that at which they can read independently;
- recognising and joining in with predictable phrases
- discussing what is read to them and listening to what others say, making links with their experience and what they read.

Motivate children to read, by:

- learning to appreciate rhymes and poems, and to recite some by heart;

Accurately decode words of two or more syllables that contain the same graphemes as above;
Decode words containing common suffixes;
Read further common high-frequency 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.

When reading aloud . . .

Use their improving phonic knowledge to accurately read aloud books, without undue hesitation, closely matched to their developing phonic knowledge, sounding out unfamiliar words;
Re-read these books to build up their fluency and confidence in word reading.

In reading for purpose . . .

Develop pleasure in reading, by:

- listening to a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently;
- discussing the sequence of events in books and how items of information are related to themselves, their reading and their experience, listening to what others say;
- recognising simple recurring literary language in stories and poetry;
- being introduced to non-fiction books that are structured in different ways.

Saint John Vianney Catholic School – Progression in Reading

<ul style="list-style-type: none"> • becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics; • discussing the significance of the titles of book and the events within them. <p>Explore vocabulary, by:</p> <ul style="list-style-type: none"> • discussing word meanings, linking new meanings to those already known. <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher; • checking that the text makes sense to them as they read and correcting inaccurate reading; • making inferences on the basis of what is being said and done; • predicting what might happen on the basis of what has been read so far; • clearly explaining their understanding of what is read to them. 	<p>Motivate children to read, by:</p> <ul style="list-style-type: none"> • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear; • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales • discussing and expressing views about the books they read and have read to them. <p>Explore vocabulary by:</p> <ul style="list-style-type: none"> • discussing and clarifying the meanings of words, linking new meanings to known vocabulary; • discussing their favourite words and phrases. <p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> • drawing on what they already know or on background information and vocabulary provided by the teacher ; • checking that the text makes sense to them as they read and self-correcting inaccurate reading; • making inferences on the basis of what is being said and done • predicting what might happen based on what has been read so far; • asking and answering questions to explain their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
<p>Year 3</p>	<p>Year 4</p>
<p>I word reading . . . Apply their growing knowledge of root words, prefixes and suffixes including im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti-, auto-, -ly, -ous, -ture, -sure, -sion, -tion, -ssion, and -cian to begin to</p>	<p>In word reading . . . Apply their growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of new words they meet.</p>

Saint John Vianney Catholic School – Progression in Reading

read aloud and to understand the meaning of new words they meet. Read further high-frequency words, noting the unusual correspondences between spelling and sound, and where these occur in the word (Possibly with support).

Develop positive attitudes to reading, by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks;
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including fairy stories and retelling these orally;
- identifying themes and conventions in a wide range of books;
- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action;
- discussing words and phrases that capture the reader's interest and imagination;
- recognising some different forms of poetry [for example, free verse, narrative poetry].
- Participate in discussion about both books that are read to them, taking turns and listening to what others say.

Understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context;
- using dictionaries to check the meaning of words that they have read
- asking questions to improve their understanding of a text;

Read further high-frequency words, noting the unusual correspondences between spelling and sound, and where these occur in the word with increasing speed and skill.

Develop positive attitudes to reading by:

- listening to and discussing a widening range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- refer to authorial style, overall themes (e.g. triumph good over evil) and features (e.g., greetings in letters, a diary written in the first person etc).
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books including comparing characters, setting and plot
- preparing poems and play scripts to read aloud confidently and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]
- 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.

Saint John Vianney Catholic School – Progression in Reading

<ul style="list-style-type: none"> • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence; • predicting what might happen from details stated and implied; • identifying main ideas drawn from more than one paragraph and summarising these; • identifying how language, structure, and presentation contribute to meaning; • Retrieve and record information from non-fiction 	<p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to them, discussing their understanding and explaining the meaning of more complex words in context • asking questions to improve their understanding of a text • drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • predicting what might happen from details stated and implied • identifying main ideas drawn from more than one paragraph and summarising these • identifying how language, structure, and presentation contribute to meaning • Retrieve and record more complex information from non-fiction
Year 5	Year 6
<p>Apply their growing knowledge of root words, prefixes and suffixes including -sion, -tion, -cial, -tial, -ant/-ance, -ancy, -ent/-ence, -ency, -able/-ably and -ible/ibly to read aloud and to understand the meaning of new words that they meet. Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Maintain positive attitudes to reading, by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks 	<p>Read fluently using knowledge of root words, prefixes and suffixes and to understand the meaning of new words that they meet. Decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Maintain positive attitudes to reading, by:</p> <ul style="list-style-type: none"> • continuing to read for pleasure and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks

Saint John Vianney Catholic School – Progression in Reading

- reading books that are structured in different ways and reading for a range of purposes
- 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- 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
- 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.

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

- reading books that are structured in different ways and reading for a range of purposes
- recognise more complex themes in what they read
- 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
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books including characters, plots and settings.
- consider different accounts of the same event and to discuss viewpoints
- learning a wider range of poetry by heart and then to perform to an audience
- 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
- listen to feedback on the quality of their explanations and contributions to make improvements
- 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

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding including to write own comprehension style questions

Saint John Vianney Catholic School – Progression in Reading

- 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;
- Provide reasoned justifications for their views.
- 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

- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- draw out key information summarising 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 independently between statements of fact and opinion providing justification for their views.
- Retrieve, record and present information from non-fiction in various forms
- Provide reasoned justifications for their views with evidence and explanation.
- Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic