

Progression in Reading Knowledge and Skills St Joseph's Catholic Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading	Follow Read Write inc phonics progression for Reception -Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Follow Read Write inc phonics progression for Year 1 -Use phonics as the prime approach to reading words -Read aloud accurately books which are consistent with their developing phonic knowledge -Respond speedily with the correct sound to graphemes for all 40+ phonemes -Apply phonic knowledge and segmenting and blending skills to decode words containing GPCs that have been taught -Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word -Read other words of more than one syllable that contain taught GPCs -Read words with contractions and understand that the apostrophe represents the omitted letters -Be aware when the text they read doesn't make sense to them and re-read to secure meaning and understanding -Read aloud fluently with attention to a range of punctuation -Re-read with improved expression, attending to fluency and phrasing -Make and use 1 to 1 correspondence between written and spoken words	- Read aloud books matched to their phonic knowledge sounding out to decode unfamiliar words -Decode unfamiliar words accurately and automatically and without hesitation -Read known frequently encountered words quickly and accurately without sounding out -Read and blend the sounds in words that contain the graphemes taught so far -Read accurately by blending the sounds in words recognising alternative sounds for graphemes taught -Read accurately words of two or more syllables that contain the same graphemes as above -Re-read books to build up fluency and confidence in word reading (without overt sounding and blending) -Apply phonic knowledge and skills to read words until automatic decoding had become embedded and reading is fluent -Track visually without finger pointing 2 or 3 lines of print on a page	-Read a range of appropriate interest level texts with increasing accuracy and fluency -Read text aloud with increasing intonation and expression beginning to be aware direct speech -Use a range of reading strategies to read word outside of their spoken vocabulary -Use knowledge of root words to understand meanings of words -Use prefixes to understand meanings e.g. un-,dis-, mis-,re-pre,-im, in -Use suffixes to understand meanings e.g. ly, ous -Read and understand words from the Year 3 statutory common exception words list	-Read a range of texts at an age appropriate interest level with increasing accuracy, fluency and confidence -Read text aloud with increasing intonation and expression including direct speech -Use knowledge of root words to understand meanings of words -Use prefixes to understand meanings prefixes and suffixes to read aloud and to understand the meanings of new words met (e.g. in, im-, ir-, il-, re-, sub-, inter-, anti, auto) -Key Reading Skills: Show understanding of texts read aloud or performed through intonation, tone, volume and action -Use suffixes to understand meanings eg -ation,-tion,-ssion,-cian,-sion -Read and understand words from the Year 4 statutory common exception words list	-Read a range books at an age appropriate interest level -Demonstrate appropriate intonation, tone and volume when reading aloud text, plays and reciting poetry, making the meaning clear to the audience -Apply the knowledge of prefixes to understand meanings of new words e.g. dis, re, mis, pre, over -Apply the knowledge of suffixes to understand meanings e.g.-ant,-ance,-ancy, -ent, -ency, -ible,-able,-ibly,-ably -Read and understand words from the Year 5 statutory common exception words list	-Read books of age-appropriate texts and interest levels in English and across the other subjects fluently and effortlessly -Work out unfamiliar words by focusing on all letters in the word -Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change, eg un+happy+ness s (see appendix 1 of National Curriculum) -Use suffixes to understand meanings eg -cious, -tious, -tial, -Read and understand words from the Year 6 statutory common exception words list -Use etymology to help the pronunciation of new words

Progression in Reading Knowledge and Skills St Joseph's Catholic Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		-Distinguish between a word, letter and a space -Check print detail carefully, saying a word slowly and running a finger under to check the phonemes -Begin to track visually without finger pointing 2 or 3 lines of print on a page	-Use punctuation to make the reading make sense -Begin to use tone and expression to make the reading fluent and interesting -Read words containing common suffixes e.g. ness, ment, ful, less, ly, ing, ed, er, est, y -Read Year 2 common exception words fluently				
Comprehension: Develop pleasure in reading and motivation to read	-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary	-Listen to and discuss a range of texts at a level beyond which they can read independently -Relate texts to prior knowledge and experiences -Recognise and join in with repetition and language patterns in stories -Orally retell familiar stories in a range of context -Use language patterns and repetition to support oral retelling of stories and poems -Recite and enjoys rhymes and poem by heart -Make personal reading choices and explain reasons for choices -Read the Year 1 common exception words with automaticity	-Listen to, discuss and express views about a range of texts read to them at a level beyond what they can read independently -Orally retell a wider range of stories -Sequence and discuss the main events in stories and recounts -Read a range of non-fiction texts which are structured in different ways -Recognise the use of repetitive language within a text or a poem -Learn and recite a range of poems using appropriate intonation -Make personal reading choices and explain reasons for choices	- Listen to and discuss a range of fiction, poetry, plays and non fiction -Regularly listen to whole novels read by the class teacher -Read a range of non-fiction texts -Read books and texts for a range of purposes -Read and recognise some different forms of poetry -Sequence and discuss the main events of stories -Orally retell a range of stories including less familiar stories -Identify and discuss themes within a story -Identify and discuss conventions within a story -Prepare poems and playscripts to read aloud	-Listen to, read and discuss a range of fiction, poetry, plays and non fiction in different forms, -Regularly listen to whole novels read aloud by the teacher - R-ead books and texts which are structured in different ways, for a range of purposes and respond to them in different ways -Learn a range of poems by heart and rehearse for performance -Prepare poems and play scripts to read aloud, showing an understanding through intonation, tone, volume and action	-Listen to and discuss a range of fiction, poetry and non-fiction which they not use to read to themselves -Regularly listen to whole novels read aloud by the teacher from an increasing range of authors -Explore themes within and across texts eg friendship, loss, sadness -Make comparisons within a text -Recommend books to their peers with reason for choices -Read books and texts that are structured in different ways for a range of purposes -Express preferences about a wider range of books including modern fiction, traditional	-Listen to read and discuss increasingly wide range of fiction text -Regularly listen to novels read aloud by the teacher from an increasing range of authors which they may not chose themselves. -Independently read longer texts with sustained stamina and interest - Prepare poems and playscripts to read aloud and perform using dramatic effect

Progression in Reading Knowledge and Skills St Joseph's Catholic Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
					-Orally retell a range of stories, including less familiar fairy stories, myths and legends	stories, myths and legends -Learn a wider range of poems by heart -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	
Comprehension: Understanding Texts	- Anticipate – where appropriate – key events in stories; - Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	-Discuss key vocabulary and make links to meanings of new words to word already known -Use and explain prior knowledge of a subject -Check that texts makes sense when reading and stop and self-correct when it doesn't -Develop and show their understanding of characters through role play, drama, drawings, -Give opinions about what they read and support with reasons -Demonstrate understanding of the text by answering who, what, where, when, why and how questions related to the text -Identify and discuss the main events in a story -Identify and discuss the main characters in a story -Recall main facts in fiction and non-fiction texts -Locate parts of the text in non-fiction texts e.g. titles, headings diagrams, labels, contents page	-Identify, discuss and collect favourite words and phrases -Begin to use the context of the text to identify the meaning of new words -Use known words to work out meanings of new words (morphology) -Activate prior knowledge and make links to prior experiences to explore understanding of the text -Check that reading makes sense while reading and stop and self-correct when it doesn't -Develop active reading strategies by raising questions about what is being read -Demonstrate and understanding of what is being read in fiction and non-fiction by asking and answering who, what where, when why and how questions	-Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination -Explain the meanings of unfamiliar words using the context -Use dictionaries to check the meanings of unknown words which they have read -Take note of punctuation when reading aloud -Discuss their understanding of the text -Begin to use active reading strategies such as asking questions to deepen understanding -Explain their understanding aloud and in written form what is happening in the text -Make inference about characters thoughts, feeling and actions and	-Identify, discuss and collect effective words and phrases which capture the reader's interests and imagination -Explain the meaning of key vocabulary within the context of the text -Use dictionaries to check meanings of words in the texts which they read -Use punctuation to determine intonation and expression when reading aloud to a range of audiences -Make predictions based upon information stated or implied -Demonstrate active reading strategies -Justify responses to the text using PE	-Explain the meaning of words within the context of the text -Use punctuation when reading to determine intonation and expression when reading aloud to a range of audiences -Check that the book makes sense to them and demonstrate understanding through discussions, use of journals -Demonstrate active reading strategies -Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence -Predict what might happen from what is stated and what is implied -Through close reading of the text, re-read ahead to locate clues to support understanding	-Explain the meaning of new vocabulary within the context of the text -Explore texts in groups and deepen comprehension through discussion -Provide reasoned justifications for their views -Justify opinions and elaborate by referring the the text eg. using the PEE prompt -Infer characters' feelings, thoughts and motives from their actions, justifying inferences with PEE -Predict what might happen from information stated and implied. -Through close reading, re-read and

Progression in Reading Knowledge and Skills St Joseph's Catholic Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		-Discuss the title and how it relates to the whole text -Begin to make predictions about what the text could be about from the title -Make predictions from what has been read so far - Make basic inferences about the text and characters from what has been read	-Explain and discuss their understanding giving opinions and supporting with reasons -Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text -Make and begin to explain inferences about characters and events using evidence from the text -Make predictions based upon what has been read so far -Identify how specific information is organised within a non-fiction text -Locate information from non-fiction texts using contexts page, index, labelled diagrams and charts	- justify them with evidence from the text -Make predictions based on what is stated -Begin to justify responses to the text using the PE prompt (point and evidence) -Discuss the purpose of paragraphs -Identify the key ideas in a paragraph -Analyse and evaluate texts looking at language, structure and presentation	- prompt (point and evidence) -Identify, analyse and discuss themes in texts -Draw inferences around character's thoughts, feelings, actions and motives and justify with PE prompt -Identify main ideas drawn from more than one paragraph and summarise these -Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meanings -Recognise and analyse different forms of poetry	-Scan for key words and text mark to locate information -Summarise main ideas drawn from more than one paragraph -Justify opinions and elaborate by referring to the text, e.g. use PEE prompt -Analyse the conventions of different writing e.g. use of first person in autobiographies and diaries -Identify how language, structure and presentation contribute to meaning	- read ahead to locate clues to support understanding and justify with evidence from the text -Make comparisons (including characters) within and across texts -Compare texts written in different periods -Recognise themes within and across texts, eg hope, peace, fortune -Distinguish between statements of fact or opinion across a range of texts -Scan for key information -Use a combination as skimming, scanning and close reading across a text to locate specific detail -Retrieve, record, make notes and present information from non-fiction including texts in other subjects -Analyse the conventions of different types of writing e.g. -Identify how language, structure,

Progression in Reading Knowledge and Skills St Joseph's Catholic Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
							structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument, explanation -Participate in discussion about books, building on their own and others' ideas and challenging views courteously -Prepare poems and play scripts to read aloud and perform using dramatic effects -Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our heritage and books from other cultures -Learn a wider range of poems by heart

Progression in Reading Knowledge and Skills St Joseph's Catholic Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Speaking and Listening: Participate in Discussion and Debate	-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate -Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to	-Listen to what other people say -Take turns to speak -Join in with discussion 1:1, small group and whole class	-Participate in discussion about what is read to them, taking turns and listening to what other people say both in groups and whole class -Discuss texts with an adult which they read themselves making their own contributions -Listen other people's points of views and contributions -Consider other people's points of views	-Participate in discussion about what is read to them and books they have read independently -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	-Participate in discussions 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, eg whole class, small groups, book circles	-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 their 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 reading fiction or non-fiction	-Recommend books to their peers with detailed reasons for their opinions. -Participate in debate on issues related to reading fiction and non-fiction -Prepare formal presentation individually and in groups
Year group specific				<u>Comprehension: Retrieving and understanding information from non-fiction</u> -Prepare for research by identifying what is already known about the subject and generating key questions to find out answer to -Evaluate how specific information is organised	<u>Comprehension: Retrieving and recording information from non-fiction text</u> Prepare for research by identifying what is already known about the subject and key questions to structure the task -Navigate texts eg using contents and	<u>Comprehension: Evaluate the impact of the author's use of language</u> -Explore, recognise and use the terms simile, metaphor and imagery -Explain the effect on the reader of the authors' choice of language -Distinguish between statements of fact or opinion within a text	<u>Comprehension: Evaluating on the impact of the author's use of language</u> -Explore, recognise and use the terms personification, analogy, style and effect -Explain the effect on reader of the author's choice of language and reasons why the

Progression in Reading Knowledge and Skills St Joseph's Catholic Primary School

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
				within a non-fiction text eg text boxes, titles, sub headings, diagrams, captions -Navigate texts in print and on screen -Record information from a range of non-fiction texts	index pages in order to locate information -Record information from a range of non-fiction texts -Scan for dates, numbers and names -Analyse and evaluate how specific information is organised within a non-fiction text, -Explain how paragraphs are used to order or build up ideas and how they are linked		author may have selected the words, phrases and techniques