

St Joseph's Catholic Primary School
Reading - Progression in Skills

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Recognition	<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, such as money and mother 	<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of known letter–sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words.</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge.</p> <p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to grapheme for the 44 phonemes.</p> <p>Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow.</p> <p>Read accurately by blending sounds in unfamiliar words.</p> <p>Read common exception words, noting tricky parts.</p> <p>Read words containing –s, - es, - ing, -ed, -er, -est endings.</p> <p>Split two and three syllable words into the separate syllables to support</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books to build up fluency and confidence in word reading.</p> <p>Read frequently encountered words quickly and accurately without overt sounding and blending.</p> <p>Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping.</p>	<p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-.</p> <p>Use suffixes to understand meanings e.g. -ly, -ous.</p> <p>Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list)</p>	<p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Use prefixes to understand meanings e.g. in- , ir-, sub-, inter-, super-, anti-, auto-</p> <p>Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion.</p> <p>Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list)</p>	<p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Apply knowledge of prefixes to understand meaning of new words, e.g. dis-, re-, pre-, mis-, over-.</p> <p>Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, -ence, -ency, -ible, -able, -ibly, -ably.</p> <p>Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list)</p>	<p>Read books at an age appropriate interest level.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation.</p> <p>Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment.</p> <p>Use suffixes to understand meanings e.g. -cious, -tious, - tial, -cial.</p> <p>Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list).</p> <p>Use etymology to help the pronunciation of new words e.g. chef, chalet,</p>

			<p>blending for reading.</p> <p>Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</p> <p>Develop fluency, accuracy and confidence by re-reading books.</p> <p>Read more challenging texts using phonics and common exception word recognition.</p>	<p>Read longer and less familiar texts independently.</p> <p>Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.</p> <p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace.</p> <p>Read words containing common suffixes e.g. -ness, -ment, -ful, -less -ly, -ing, -ed, -er, -est, -y.</p> <p>Read further common exception words, noting tricky parts (see below)</p>				machine, brochure – French in origin.
Word List	<p>Use a wider range of vocabulary.</p> <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Learn new vocabulary.</p> <p>Use new vocabulary through the day</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>Read a few common exception words matched</p>	<p>The, a, do, to, today, of, said, says, are, were, was, is, his, I, you, your, they, be, he, me, she, we, no, go, so, by, my, here, there, where, love, come, some, one, once, ask, friend, school, put, push, pull, full, house, our, and others according to our spelling programme.</p>	<p>Door, floor, poor, because, find, kind, mind, behind, child, children, wild climb, most, only, both, old, cold, gold, hold, told, every, everybody, even, great, break, steak, pretty, beautiful, after, fast, last, past, father, class, grass, pass, plant, path, bath, hour, move, prove, improve, sure, sugar, eye, could,</p>	<p>accident(ally), century, February, length, popular, strange actual(ly), circle, forward(s), library, potatoes, thought, address, decide, fruit, minute, promise, through, answer, describe, heard, naughty, purpose, weight, arrive, early, heart, notice, quarter, woman/women, believe, earth,</p>	<p>Appear, continue, grammar, material, possible, suppose, breadth, different, group, medicine, pressure, surprise, breathe, difficult, guard, mention, probably, therefore, build, disappear, guide, natural, recent, though/although, busy/business, exercise, imagine, opposite, regular,</p>	<p>Parent, cemetery, determined, explanation, interfere, occupy, rhythm, amateur, communicate, develop, familiar, language, occur, secretary, ancient, community, dictionary, foreign, leisure, persuade, shoulder, available, conscience, environment, forty, lightning, physical, soldier, average,</p>	<p>Accommodate, category, disastrous, immediate(ly), privilege, sincere(ly) accompany, committee, embarrass, interrupt, profession, sufficient, according, competition, especially, marvellous, pronunciation, suggest, achieve,</p>

		to the school's phonic programme.		should, would, who, whole, any, many, clothes, busy, people, water, again, half, money, Mr, Mrs, parents, Christmas, and other words according to the our spelling programme.	height, occasion(ally), question, bicycle, eight/eighth, history, often, reign, centre, enough, learn, perhaps, sentence, , and other words according to the our spelling programme.	experience, important, ordinary, remember, caught, experiment, increase, particular, separate, certain, extreme, interest, peculiar, special, complete, famous, island, position, straight, consider, favourite, knowledge, possess(ion), strength, , and other words according to the our spelling programme.	convenience, equip (-ped, -ment), government, muscle, programme, stomach, bargain, curiosity, excellent, hindrance, neighbour, queue, temperature, bruise, desperate, existence, individual, nuisance, recognise, twelfth, rhyme, vegetable, and other words according to the our spelling programme.	conscious, exaggerate, mischievous, recommend, symbol, aggressive, controversy, frequently, necessary, relevant, system, appreciate, correspond, guarantee, opportunity, restaurant, thorough, attached, criticise (critic + ise), harass, parliament, sacrifice, variety, awkward, definite, identity, prejudice, signature, vehicle, yacht, and other words according to the our spelling programme.
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Comprehension

Developing pleasure in reading and motivation to read.	Enjoy listening to longer stories and can remember much of what happens.	Understand how to listen carefully and why listening is important.	Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.	Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry.	Listen to and discuss a range of fiction, poetry, plays and non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.	Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts.	Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.	Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.
Maintaining positive attitudes to reading (UKS2)	Pay attention to more than one thing at a time, which can be difficult.	Engage in story times.	Relate texts to own experiences.	Orally retell a wider range of stories, fairy tales and traditional tales.	Regularly listen to whole novels read aloud by the teacher.	Regularly listen to whole novels read aloud by the teacher.	Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.	Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.

		<p>retelling, e.g. fairy stories, traditional tales and stories by well-known authors.</p> <p>Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.</p> <p>Enjoy and recite rhymes and poems by heart.</p> <p>Make personal reading choices and explain reasons for choices.</p>	<p>Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports.</p> <p>Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...).</p> <p>Learn and recite a range of poems using appropriate intonation.</p> <p>Make personal reading choices and explain reasons for choices.</p>	<p>biography and persuasion.</p> <p>Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference.</p> <p>Recognise some different forms of poetry e.g. narrative, calligrams, shape poems.</p> <p>Sequence and discuss the main events in stories.</p> <p>Orally retell a range of stories, including less familiar fairy stories, fables and folk tales e.g. Grimm's Fairy Tales.</p> <p>Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor.</p> <p>Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.</p> <p>Prepare poems and play scripts to read</p>	<p>different ways, for a range of purposes and respond in a variety of ways.</p> <p>Learn a range of poems by heart and rehearse for performance.</p> <p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p> <p>Orally retell a range of stories, including less familiar fairy stories, myths and legends.</p>	<p>Make comparisons within a text e.g. characters' viewpoints of same events.</p> <p>Recommend books to their peers with reasons for choices.</p> <p>Read books and texts that are structured in different ways for a range of purposes.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</p> <p>Learn a wider range of poems by heart.</p> <p>Prepare poems and play scripts to read aloud and perform using dramatic effects.</p>	<p>Recommend books to their peers with detailed reasons for their opinions.</p> <p>Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures.</p> <p>Learn a wider range of poems by heart.</p> <p>Prepare poems and play scripts to read aloud and perform using dramatic effects.</p>
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					aloud, showing understanding through intonation, tone, volume and action.			
Understanding books which they can read themselves and those which are read to them (KS1) Understanding the text (KS2)	<p>Know many rhymes, be able to talk about familiar books, and be able to tell a long story.</p> <p>Understand the five key concepts about print:</p> <ul style="list-style-type: none"> • print has meaning • print can have different purposes • we read English text from left to right and from top to bottom • the names of the different parts of a book • page sequencing <p>Engage in extended conversations about stories, learning new vocabulary.</p>	<p>Describe events in some detail.</p> <p>Listen to and talk about stories to build familiarity and understanding.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Introduce and discuss key vocabulary, linking meanings of new words to those already known.</p> <p>Activate prior knowledge e.g. what do you know about minibeasts?</p> <p>Check that texts make sense while reading and self-correct.</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Give opinions and support with reasons e.g. I like the Little Red Hen because she...</p> <p>Explain clearly their understanding of what is read to them.</p> <p>Demonstrate understanding of texts by answering</p>	<p>Identify, discuss and collect favourite words and phrases.</p> <p>Introduce and discuss words within the context of a text, linking new meanings to known vocabulary.</p> <p>Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.</p> <p>Uses tone and intonation when reading aloud.</p> <p>Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned?</p> <p>Check that texts make sense while reading and self-correct.</p> <p>Demonstrate understanding of fiction and non-fiction texts by asking and answering who,</p>	<p>Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination.</p> <p>Explain the meaning of unfamiliar words by using the context.</p> <p>Use dictionaries to check meanings of words they have read.</p> <p>Use intonation, tone and volume when reading aloud.</p> <p>Take note of punctuation when reading aloud.</p> <p>Discuss their understanding of the text.</p> <p>Raise questions during the reading process to deepen understanding e.g. I wonder why the character.</p> <p>Draw inferences around characters thoughts, feelings and actions, and</p>	<p>Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes.</p> <p>Explain the meaning of key vocabulary within the context of the text.</p> <p>Use dictionaries to check meanings of words in the texts that they read.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Make predictions based on information stated and implied.</p> <p>Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal.</p> <p>Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>Predict what might happen from information stated and implied.</p>	<p>Explain the meaning of words within the context of the text.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals.</p> <p>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</p> <p>Use a reading journal to record on-going reflections and responses to personal reading.</p> <p>Explore texts in groups and deepen comprehension through discussion.</p> <p>Provide reasoned justifications for their views.</p> <p>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.</p> <p>Infer characters' feelings, thoughts and motives from</p>	<p>Explain the meaning of new vocabulary within the context of the text.</p> <p>Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group.</p> <p>Use a reading journal to record on-going reflections and responses to personal reading.</p> <p>Explore texts in groups and deepen comprehension through discussion.</p> <p>Provide reasoned justifications for their views.</p> <p>Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point+Evidence+Explanation.</p> <p>Infer characters' feelings, thoughts and motives from</p>

			<p>questions related to who, what, where, when, why, how.</p> <p>Identify and discuss the main events in stories.</p> <p>Identify and discuss the main characters in stories</p> <p>Recall specific information in fiction and non-fiction texts.</p> <p>Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.</p> <p>Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy.</p> <p>Make basic inferences about what is being said and done.</p> <p>Make predictions based on what has been read so far.</p>	<p>what, where, when, why, how questions.</p> <p>Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because...</p> <p>Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text.</p> <p>Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?</p> <p>Make predictions based on what has been read so far.</p> <p>Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams.</p>	<p>justify with evidence from the text.</p> <p>Make predictions based on details stated.</p> <p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Discuss the purpose of paragraphs.</p> <p>Identify a key idea in a paragraph.</p> <p>Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc</p>	<p>Justify responses to the text using the PE prompt (Point + Evidence).</p> <p>Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals.</p> <p>Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because... 1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text.</p> <p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning e.g. formal letter, informal diary, persuasive speech.</p> <p>Recognise and analyse different forms of poetry e.g.</p>	<p>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</p> <p>Scan for key words and text mark to locate key information.</p> <p>Summarise main ideas drawn from more than one paragraph and identify key details which support this.</p> <p>Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt - Point + Evidence + Explanation.</p> <p>Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries. Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.</p>	<p>their actions, justifying inferences with evidence e.g. Point+Evidence+Explanation.</p> <p>Predict what might happen from information stated and implied.</p> <p>Through close reading, re-read and read ahead to locate clues to support understanding and justify with evidence from the text.</p> <p>Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie's War and Goodnight Mr Tom.</p> <p>Compare characters within and across texts.</p> <p>Compare texts written in different periods.</p> <p>Recognise themes within and across texts e.g. hope, peace, fortune, survival.</p> <p>Distinguish between statements of fact or opinion across a</p>
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				<p>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p>		<p>haiku, limericks, kennings</p>		<p>range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history textbook.</p>
								<p>Skim for gist.</p>
								<p>Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting.</p>
								<p>Use a combination of skimming, scanning and close reading across a text to locate specific detail.</p>
								<p>Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.</p>
								<p>Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story.</p>
								<p>Identify how language, structure</p>

								and presentation contribute to meaning e.g. persuasive leaflet, balanced argument
Participating in discussion (and debate, UKS2)	<p>Understand a question or instruction that has two parts, such as: "Get your coat and wait at the door".</p> <p>Understand 'why' questions, like: "Why do you think the caterpillar got so fat?"</p> <p>Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.</p> <p>Start a conversation with an adult or a friend and continue it for many turns.</p> <p>Use talk to organise themselves and their play: "Let's go on a bus... you sit there... I'll be the driver."</p>	<p>Ask questions to find out more and to check they understand what has been said to them.</p>	<p>Listen to what others say. Take turns.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Make contributions in whole class and group discussion.</p> <p>Consider other points of view.</p> <p>Listen and respond to contributions from others.</p>	<p>Participate in discussion about what is read to them and books they have read independently.</p> <p>Develop and agree on rules for effective discussion.</p> <p>Take turns and listen to what others say.</p> <p>Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</p>	<p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</p> <p>Develop, agree on and evaluate rules for effective discussion.</p> <p>Take turns and listen to what others say.</p> <p>Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</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>Develop, agree on and evaluate rules for effective discussion.</p> <p>Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</p> <p>Prepare formal presentations individually or in groups.</p> <p>Use notes to support presentation of information.</p> <p>Respond to questions generated by a presentation.</p> <p>Participate in debates on issues related to reading (fiction/non-fiction).</p>	<p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>Prepare formal presentations individually or in groups.</p> <p>Use notes to support presentation of information.</p> <p>Respond to questions generated by a presentation.</p> <p>Participate in debates on issues related to reading (fiction/non-fiction).</p>

Retrieving and recording information from non-fiction				<p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams.</p> <p>Quickly appraise a text to evaluate usefulness.</p> <p>Navigate texts in print and on screen.</p> <p>Record information from a range of non-fiction texts</p>	<p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Navigate texts ,e.g. using contents and index pages, in order to locate and retrieve information in print and on screen.</p> <p>Record information from a range of non-fiction texts.</p> <p>Scan for dates, numbers and names.</p> <p>Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.</p> <p>Explain how paragraphs are used to order or build up ideas, and how they are linked.</p>			
Evaluating the impact of the author's use of language						<p>Explore, recognise and use the terms metaphor, simile, imagery.</p> <p>Explain the effect on the reader of the</p>	<p>Explore, recognise and use the terms personification, analogy, style and effect.</p>	

							<p>authors' choice of language.</p> <p>Distinguish between statements of fact or opinion within a text.</p>	<p>Explain the effect on the reader of the author's choice of language and reasons why the author may have selected these words, phrases and techniques.</p>
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