



# St Maria Goretti Key Reading Skills Progression Map



The key learning statements (KLIPS) have been identified primarily from the National Curriculum 2014 programmes of study. They relate to age appropriate reading skills, knowledge and understanding for each year group. These key pieces of learning will support pupils in becoming effective and reflective independent readers.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Word reading	See EYFS skills document	Read aloud accurately books that are consistent with their developing phonics knowledge.	Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.	Read books at an age appropriate interest level.	Read books at an age appropriate interest level.	Read books at an age appropriate interest level	Read books at an appropriate interest level
		Apply phonic knowledge and skills as the route to decode words.		Use knowledge of root words to understand meanings of words.	Use knowledge of root words to understand meanings of words	Use knowledge of root words to understand meanings of words	Work out unfamiliar words by focusing on all letters in the word e.g. not reading invitation for imitation
		Respond speedily with the correct sound to grapheme for the 44 phonemes.	Read frequently encountered words quickly and accurately without overt sounding and blending.	Use prefixes to understand meanings e.g. <i>un-, dis-, mis-, re-, pre-, im-, in-</i>	Use prefixes to understand meanings e.g. in -, ir-, sub-, inter-, super-, anti-, auto –	Use suffixes to understand meanings e.g. –ant, -ance, -ancy- ent, -ence, -ency, -ible, -able, -ibly, -ably.	Use knowledge of root words, prefixes and suffixes to investigate hw the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment
		Recognise and use the different ways of pronouncing the same grapheme; e.g. <i>ow</i> in <i>snow</i> and <i>cow</i>	Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes.	Use suffixes to understand meanings e.g. <i>–ly, -ous</i>	Use suffixes to understand meanings e.g. –ation, -tion, -ssion, -cian, -sion	Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list – see below)	
		Read accurately by blending sounds in unfamiliar words.		Read and understand words from Year 3 list (selected from the statutory Year 3 /4 word list – see lists below)	Read and understand words from the Year 4 list (selected from the statutory Year 3/ 4 word list – see below)		Use suffixes to understand meanings e.g. –cious, -tious, -tial, -cial
		Read common exception words noting the tricky parts (see lists below)	Read accurately words of two or more syllables that contain alternative sounds for graphemes e.g. <i>shoulder, roundabout, grouping</i> .				Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list- see below)
		Read words containing – s, -es, -ing, -ed, -er, -est endings.	Read longer and less familiar texts independently.				Use etymology to help the pronunciations of new words e.g. chef, chalet, machine,
		Split two or three syllables words into separate syllables to support blending for reading.	Apply phonic knowledge and skills to read words				



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		<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 and word recognition.</p>	<p>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 list below)</p>				brochure – French in origin.
<b>Comprehension – developing pleasure in reading and motivation to read</b>		<p>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.</p> <p>Relate texts to own experiences.</p> <p>Recognise and join in with language patterns and repetition.</p> <p>Use patterns and repetition to support oral 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.</p>	<p>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.</p> <p>Orally retell a wider range of stories, fairy tales and traditional tales.</p> <p>Sequence and discuss the main events in stories and recounts.</p> <p>Read a range of non-fiction texts which are structured in different ways, including</p>	<p>Listen to and discuss a range of fiction, poetry, plays, non-fiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion.</p> <p>Read books and texts for a range of purposes e.g</p>	<p>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.</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</p>	<p>Listen to and discuss a range of fiction, poetry and non-fiction which they might not choose to read themselves.</p> <p>Regularly listen to whole novels read aloud by the teacher from an increasing range of authors.</p> <p>Recommend books to their peers with reasons and choices.</p> <p>Read books and texts that are structured in different ways for a range of purposes.</p>	<p>Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non-fiction.</p> <p>Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves.</p> <p>Independently read longer texts with sustained stamina and interest.</p> <p>Recommend books to their peers with</p>



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		<p>small world, role play, storytelling.</p> <p>Enjoy and recite poems by heart.</p> <p>Make personal reading choices and explain reasons for choices.</p>	<p>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 reading for choices.</p>	<p>enjoyment, research, skills development, reference. 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 aloud, showing understanding through intonation, tone, volume and action.</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 range of stories, including less familiar fairy stories, myths and legends.</p> <p>Identify, discuss and collect favourite words and phrases which capture the reader's</p>	<p>Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.</p> <p>Learn a wider range of poems by heart.</p> <p>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.</p> <p>Explain the meaning of words within the context of the text.</p>	<p>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 wide range of poems by heart.</p> <p>Prepare poems and play scripts to read aloud and perform using dramatic effects.</p> <p>Explain the meanings of new words within the context of the text.</p>
<b>Comprehension – understanding the text</b>		<p>Introduce and discuss key vocabulary, linking meanings and new words to those already known.</p>	<p>Identify, discuss and collect favourite words and phrases.</p>	<p>Identify, discuss and collect favourite words and phrases which capture the</p>	<p>Identify, discuss and collect favourite words and phrases which capture the reader's</p>	<p>Explain the meaning of words within the context of the text.</p>	<p>Explain the meanings of new words within the context of the text.</p>



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	<p>Activate prior knowledge e.g. what do you already know about minibests?</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 being read to them.</p> <p>Demonstrate understanding of texts by answering questions related to who, what, why, where, when, how.</p> <p>Identify and discuss the main events in stories.</p> <p>Identify and discuss the main characters in stories.</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>Use 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 makes sense while reading and self-correct.</p> <p>Demonstrate understanding of fiction and non-fiction texts by answering who, what, why, where, when, how questions.</p> <p>Explain and discuss their understanding, giving opinions and supporting reasons with e.g. Hansel was clever when he put</p>	<p>reader's interest and imagination.</p> <p>Explain the meaning of unfamiliar words by using the context.</p> <p>Use dictionaries to check the 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 character's thoughts, feelings and actions and justify with evidence from the text.</p> <p>Make predictions based on details stated.</p>	<p>interest and imagination e.g. metaphors, similes.</p> <p>Explain the meaning of unfamiliar words by using the context of the text.</p> <p>Use dictionaries to check the meanings of words in texts they have read.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Make predictions based on what is stated and implied.</p> <p>Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images.</p> <p>Justify responses to the texts using the PE prompt (Point and Evidence)</p> <p>Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the</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. generating questions to refine thinking, noting thoughts in a reading journal.</p> <p>Infer character's feelings, thoughts and motives from their actions and justify inferences with evidence.</p> <p>Predict what might have happened from information stated and implied.</p> <p>Through close reading of the text, re-read and read ahead to locate clues to support understanding.</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.</p> <p>Infer character's feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. PEE.</p> <p>Predict what might happen from information stated and implied.</p>
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		<p>Recall specific information in fiction and non-fiction texts.</p> <p>Locate parts of the text that gives particular information e.g. titles, contents page and labelled diagrams.</p> <p>Discuss the title and how it relates to the events in the whole story e.g. Peace at Last</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>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 page, bullet points, glossary, diagrams.</p> <p>Locate information from non-fiction texts using the contents page, index, labelled diagrams and charts.</p>	<p>Justify responses using the PE prompt (Point and 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, calligrams.</p>	<p>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 the main ideas drawn from more than one paragraph and summaries these e.g. character is evil because 1/2/3 reasons.</p> <p>Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.</p> <p>Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.</p>	<p>Explore themes within and across texts e.g. loss, heroism, friendship.</p> <p>Make comparisons within a text e.g. character's viewpoints of same events.</p> <p>Distinguish between statements of fact and opinion within a text.</p> <p>Scan for key words and text mark to locate 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 and Explanation.</p> <p>Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.</p> <p>Identify how language, structure and presentation</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 and opinions across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys' diary and a history text book.</p> <p>Skim for gist.</p>
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						<p>contribute to meaning e.g. formal letter, informal diary, persuasive speech.</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 and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.</p>
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							<p>Explore, recognise and use the terms personification, analogy, style and effect.</p> <p>Explain the effect on the reader of the authors choice of language and reasons why the author may have selected these words, phrases and techniques.</p>
<b>Participating in discussion</b>		<p>Listen to what others say.</p> <p>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 discussions.</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>Make and respond to contributions in a variety of group situations e.g. wholes class, independent reading groups, book circles.</p>	<p>Participate in discussions about books that are read to them and those they can read by themselves, 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>Participate in discussions about books that are read to them and those they can read by themselves, 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>





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						Respond to questions generated by a presentation.	Use notes to support presentation of information.
						Participate in debates on an issue related to reading (fiction or non-fiction)	Respond to questions generated by a presentation.
							Participate in debates on an issue related to reading (fiction or non-fiction)





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## English

### Key Learning Indicators of Performance in Reading: Word Lists

Year 1 Common Exception Words					
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/or others according to the programme used			

Year 2 Common Exception Words					
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	should
would	who	whole	any	many	clothes
busy	people	water	again	half	money
Mr	Mrs	parents	Christmas	– and/or others according to the programme used	



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Year 3					
<b>accident(ally)</b>	century	February	length	popular	strange
<b>actual(ly)</b>	circle	forward(s)	library	<b>potatoes</b>	<b>thought</b>
address	decide	fruit	<b>minute</b>	promise	through
answer	describe	<b>heard</b>	naughty	purpose	<b>weight</b>
arrive	early	heart	<b>notice</b>	quarter	<b>woman/women</b>
believe	earth	height	occasion(ally)	question	
bicycle	<b>eight/eighth</b>	history	often	<b>reign</b>	
centre	enough	learn	perhaps	sentence	

Year 4					
appear	continue	grammar	material	possible	suppose
breadth	different	group	medicine	pressure	surprise
breathe	difficult	guard	<b>mention</b>	probably	therefore
build	disappear	guide	natural	recent	though/although
busy/business	exercise	imagine	opposite	regular	
calendar	experience	important	ordinary	remember	
caught	experiment	increase	particular	separate	
certain	extreme	interest	peculiar	special	
complete	famous	island	<b>position</b>	straight	
consider	favourite	knowledge	<b>possess(ion)</b>	strength	



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Year 5					
<b>apparent</b>	<b>cemetery</b>	determined	explanation	interfere	occupy
rhythm	amateur	communicate	develop	familiar	language
occur	<b>secretary</b>	ancient	community	<b>dictionary</b>	<b>foreign</b>
leisure	persuade	shoulder	<b>available</b>	<b>conscience*</b>	environment
forty	lightning	<b>physical</b>	soldier	<b>average</b>	<b>convenience</b>
equip (-ped, -ment)	<b>government</b>	muscle	programme	stomach	bargain
curiosity	excellent	<b>hindrance</b>	neighbour	queue	<b>temperature</b>
bruise	<b>desperate</b>	<b>existence</b>	individual	<b>nuisance</b>	recognise
twelfth	rhyme	<b>vegetable</b>			

Year 6					
accommodate	<b>category</b>	disastrous	<b>immediate(ly)</b>	privilege	sincere(ly)
accompany	committee	embarrass	interrupt	<b>profession</b>	sufficient
<b>according</b>	<b>competition</b>	<b>especially</b>	marvellous	pronunciation	suggest
achieve	<b>conscious*</b>	exaggerate	<b>mischievous</b>	recommend	symbol
aggressive	controversy	<b>frequently</b>	<b>necessary</b>	relevant	system
appreciate	correspond	guarantee	opportunity	restaurant	thorough
<b>attached</b>	<b>criticise</b> (critic + ise)	harass	parliament	sacrifice	variety
awkward	<b>definite</b>	identity	prejudice	<b>signature</b>	vehicle
yacht					