



Stakesby Primary Academy Reading Progression Document



	Word Reading	Retrieval	Deduction and Inference	Vocabulary/ Language for effect	Speaking and listening	Themes and conventions
EYFS	<p>Use phonetic knowledge to decode regular words and read them aloud</p> <p>Read some common exception words</p>	<p>Demonstrate understanding when talking to others about what they have read</p>	<p>Answer 'How' and 'Why' questions in response to stories (C&L- understanding)</p>	<p>Can continue a rhyming string</p>	<p>Retell a story with actions and / or picture prompts as part of a group</p> <p>- Use story language when acting out a narrative</p> <p>They represent their own ideas, thoughts & feelings through role play & stories</p> <p>- Plays cooperatively as part of a group to develop & act out a narrative</p>	<p>Listen to stories accurately anticipating key events and respond with comments, questions or actions (C&L- L&A)</p>
Y1	<p>Use phonetic knowledge to blend sounds together to read words, including phonemes</p> <p>Read words without overt sounding and blending after a few encounters</p> <p>Read common exception words</p>	<p>Answer straight forward questions about a story</p> <p>Identify the main events or key points in a text</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Recognise why a character is feeling a certain way</p> <p>Express opinions about main events and characters in a story</p> <p>Make simple predictions about the characters</p> <p>Link what is read or heard to their own experience, with support</p>	<p>Discuss what new words mean, linking new meanings to those already known</p> <p>Appreciate rhymes and poems and perform some by heart</p> <p>Recognise repetition of language in their reading</p> <p>Recognise obvious story language- 'once upon a time...</p>	<p>Retell a story read or heard, parts of a story using props e.g. puppets/ small world/ series of pictures</p> <p>Explore characters through roleplay and drama</p>	<p>Demonstrate familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Identify and explain the difference between fiction and non-fiction</p>



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	<p>Read accurately words containing GPCs that have been taught</p> <p>Read familiar endings to words (-s, -es, -ing, -ed, -er)</p> <p>Read words containing the un-prefix</p> <p>Read words with contractions and understand that apostrophes represent the omitted letter(s)</p> <p>Begin to spot errors in decoding and attempt to self-correct</p> <p>Start to be aware of, and use, alternative sounds for graphemes</p> <p>Use reading experiences to support reading of unfamiliar words using strategies other than phonological decoding</p>	<p>Participate in discussion about what is read to me, taking turns and listening to what others say</p>		<p>big bad wolf...' and recognise a range of patterns in texts, including stories, thymes and non-fiction</p>		
Y2	<p>Read independently using a range of strategies appropriately, including decoding, to establish meaning</p> <p>Apply growing knowledge of root words, prefixes and suffixes both to read aloud and</p>	<p>Use text marking to support retrieval of information or ideas from texts</p> <p>Scan non-fiction pages to find a relevant section of text</p>	<p>Discuss reasons for actions and events based on evidence in the text</p> <p>Empathise with different characters' point of view in order to explain what characters are</p>	<p>Explain what has happened so far in what they have read</p>	<p>Orally retells a wider range of stories using actions and visual cues from the story</p> <p>Take on the role of a</p>	<p>Make links between books they are reading and other books they have read</p>



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	<p>to understand the meaning of new words</p> <p>Performing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and actions</p> <p>Read accurately words with 2 or more syllables</p> <p>Read words with most common suffixes</p>	<p>Use dictionaries to check the meanings of new words they have read</p>	<p>thinking/feeling and the way they act</p> <p>Make predictions based on knowledge from/of the text and wide connections</p> <p>Answer questions and make inferences</p>		<p>character e.g. speech bubbles, notes from one character to another or other drama techniques</p>	
Y3	<p>Read independently using a range of strategies appropriately, including decoding, to establish meaning</p> <p>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action</p> <p>Test out different pronunciations of longer words</p> <p>Apply growing knowledge of root words, prefixes and suffices both to read aloud and to</p>	<p>Use text marking to support retrieval of information or ideas from texts</p> <p>Scan non-fiction pages to find a relevant section of a texts</p> <p>Use dictionaries to check the meaning of new words they have read</p>	<p>Discuss reasons for actions and events based on evidence in the texts</p> <p>Empathise with different characters' point of view in order to explain what characters are thinking/feeling and the way they act</p> <p>Make plausible predictions based on knowledge from/of the text and wider connections</p>	<p>Discuss understanding and explain the meanings of words in context</p> <p>Discuss words and phrases that capture the readers interest and imagination</p> <p>Identify where language is used to create mood, build tension or paint a picture</p>	<p>Retells a wide range of stories orally using actions and visual cues</p> <p>Explore characters' actions and feelings through role play such as hot seating</p> <p>Create short improvisations in role</p>	<p>Identify main themes from more than one paragraph and summarise</p> <p>Recognise some different forms of poetry</p> <p>Identify themes and conventions in a range of books</p>



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	understand the meaning of new words they meet					
Y4	<p>Read Year 4 common exception words, understanding the correspondence between spelling and sound</p> <p>Apply knowledge of root words prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet- at an appropriate level for Year 4</p> <p>Read more exception words, noting the unusual correspondence between spelling, sound and where these occur in the word</p>	<p>Skim and scan to identify key ideas and answer questions from a text (non- fiction and fiction)</p> <p>Retrieve and record information from a variety of texts (fiction and non- fiction)</p> <p>Locate information quickly and effectively from range of sources by using techniques such as text marking and using the index</p>	<p>Predict what might happen from details stated and implied</p> <p>Draw inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences from evidence</p> <p>Discuss understanding and explain the meaning of words in context</p>	<p>Identify structures of texts and deliberate choices in author's language</p> <p>Talk about the author's choice of language and structure and its effect on the reader</p> <p>Discuss how and what the texts affects the reader by making reference to the author's choice of language and/or structure</p>	<p>Retells a wide range of texts orally which is balanced and clear</p> <p>Explore characters' actions, feelings and motives through role play such as hot seating</p> <p>Demonstrate appropriate empathy through expression</p>	<p>Read books that are structures in different ways and reading for a range of purposes</p> <p>Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution</p>
Y5	Understand the relationship between words to then help me read unknown polysyllabic words	<p>Ask questions to clarify understanding</p> <p>Skim and scan non-fiction texts at speed for research</p>	<p>Work out the meaning of unknown words from the way that they are used in context</p> <p>Infer messages, moods, feelings and attitudes across a text</p>	Recognise the use of irony and comment on the writer's intention	Explore contrasting characters' feelings, thoughts, actions and motives through role play such as hot seating	Recognise language that is a feature of a particular genre and how this contributes to meaning



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	<p>Understand the impact of prefixes and suffixes on root words</p> <p>Read all Year 4 and 5 common exception words</p>	<p>Talk confidently about the purpose of the text and the specific intentions of the author</p> <p>Use what I know about text structure to find information</p> <p>Identify, collate and discuss the key ideas and information from a range of sources</p> <p>Compare, contrast and evaluate different books</p>	<p>Explore texts to support and justify predictions and opinions</p>	<p>Discuss the difference between literal and figurative language and the effects of imagery</p> <p>Evaluate the success of a text providing evidence that refers to language, theme and style</p>	<p>Create improvisations in role e.g. creating a new/ alternative scene</p>	<p>Identify the purpose, audience and organization of different fiction/non-fiction</p> <p>Source fact and opinion in a range of texts</p>
Y6	<p>Apply growing knowledge of roots words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p>	<p>Checking that the book makes sense, discussing understanding and exploring the meaning of words in context</p> <p>summarizing the main ideas, drawn from more than one paragraph, identifying key details, that support the main ideas</p> <p>Ask questions to improve understanding</p> <p>Retrieve, record and present information from non-fiction,</p>	<p>Predicting what might happen from details stated and implied</p> <p>Drawing inferences such as inferring characters feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>Provide reasoned justifications for views</p>	<p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>	<p>Explore contrasting characters' feelings, thoughts, actions and motives through role play such as hot seating</p> <p>Create improvisations in role e.g. for a different point in time to that in the text</p> <p>Present ideas in role as an expert authority e.g. debate</p>	<p>Participate in discussions about books, building on own and others ideas and challenging views courteously</p> <p>Identify how language, structure and presentation contribute to meaning</p> <p>Identify and discuss themes and conventions in and across a wide range of writing</p>



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		<p>making comparisons within and across books</p> <p>Distinguish between statements of facts and opinions</p> <p>Explain and discuss their understanding of what they have read, including through informal presentations and debates</p>				
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