


St Teresa's Catholic Primary School

Progression in Reading



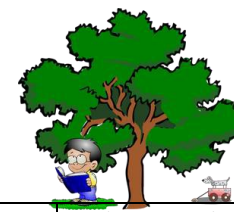
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Decoding/ Word Building</p> 	<p>*Children read and understand simple sentences. *They use phonic knowledge to decode regular words and read them aloud accurately. *They also read some common irregular words. *They demonstrate an understanding when talking with others about what they have read.</p>	<p>*apply phonic knowledge to decode words *respond with the correct sound for graphemes for all 40+phonemes - including alternative sounds *read accurately by blending taught GPCs *read common exception words eg: the, said, once, she, friend, school *read common suffixes - s, -es, -ing, -ed, -est *read multi-syllable words containing taught GPCs *read contractions such as I'm, can't, we'll. *Know that apostrophes represent omitted letters *read aloud phonically-decodable texts *read pseudo words with accuracy - including vowel digraphs and trigraphs</p>	<p>*apply phonic knowledge and skills consistently to decode quickly and accurately *read accurately by blending, including alternative sounds for graphemes *read multi-syllable words containing these graphemes *read common suffixes such as: -ment, -less, -ness, -ful and -ly *read exception words, noting unusual correspondences (including words from the Y2 Spelling appendix such as because, beautiful, everybody, should, whole, parents, money) *read most words quickly and accurately without overt sounding and blending *read some phonically-decodable books with fluency, sound out unfamiliar words automatically *reread books to build up fluency and confidence</p>	<p>*read with fluency a range of age appropriate text types - including fairy stories, myths and legends, poetry, plays, non-fiction books - reading at a speed sufficient for them to focus on understanding with some support *read most common exception words by sight - including all those in the Y2 spelling appendix - noting unusual correspondence between spelling and sound *know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words *determine the meaning of new words by sometimes applying</p>	<p>*read with fluency a range of age appropriate text types - including fairy stories, myths and legends, poetry, plays, non-fiction books - reading at a speed sufficient for them to focus on understanding *read most common exception words effortlessly - noting unusual correspondence between spelling and sound *know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors *determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg invasion, enclosure,</p>	<p>*fluently and automatically read a range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books *determine the meaning of new words by applying morphological knowledge of root words and affixes eg: suspect/suspicious, change/changeable, receive/reception *know securely the different pronunciations of words with the same letter-string eg: bought, rough, cough, though, plough *use appropriate intonation, tone and volume when reciting or reading aloud to an</p>	<p>*fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books *determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence *use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear</p>



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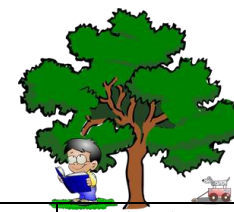
				<p>knowledge of root words and their affixes eg: disagree, misbehave, incorrect</p> <p>*prepare poems and play scripts to read aloud and perform - showing appropriate intonation and volume when reciting to reading aloud</p>	<p>mountainous</p> <p>*prepare poems and play scripts to read aloud and perform - demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud</p>	<p>audience with an intention to make the meaning clear</p>	<p>by how they present the text</p>
<p>Range of Reading</p>		<p>*listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently</p> <p>*link what they read or hear read to their own experiences</p>	<p>*listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently</p>	<p>*listen to, discuss and express views about a wide range of fiction, poetry and plays - sometimes at a level beyond that which they can read independently</p>	<p>*listen to, discuss and express views about a wide range of fiction, poetry and plays - beginning to justify comments</p>	<p>*read a growing repertoire of texts - both fiction and nonfiction</p>	<p>*demonstrate a positive attitude by frequently reading a wide range of texts - both fiction and non-fiction</p>



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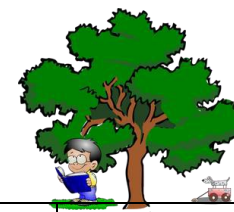




<p>Familiarity with Texts</p> 		<p>*become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognise and join in with predictable phrases</p>	<p>*become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales *recognise simple recurring literary language in stories and poetry</p>	<p>*identify themes and conventions in a range of books</p>	<p>*identify themes and conventions in a range of books including the conventions of myths and play scripts and begin to make comparisons</p>	<p>*be familiar with a range of text types including modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference books *discuss and comment on themes and conventions in various genres</p>	<p>*demonstrate familiarity with different text types *accurately identify and comment on the features, themes and conventions across a range of texts and understand their use</p>
<p>Poetry and Performance</p> 		<p>*appreciate rhymes and poems, and recite some by heart</p>	<p>*build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear</p>	<p>*recognise some different forms of poetry such as shape poems, free verse or narrative and explain their differences</p>	<p>*recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous etc...</p>	<p>*read and recite age-appropriate and more challenging poetry that has been learned by heart</p>	<p>*demonstrate that they have learned a wide range of poetry by heart</p>
<p>Word Meaning</p> 		<p>*discuss word meanings, link new meanings to those already known</p>	<p>*discuss and clarify the meanings of words, linking new meanings to known vocabulary *discuss favourite words and phrases</p>	<p>*explain the meaning of words in context; use dictionaries to check meanings *discuss words and phrases that capture the reader's interest and imagination</p>	<p>*explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently *discuss and explain words and phrases that capture the reader's interest and imagination</p>	<p>*discuss their understanding of the meaning of words in context - finding other words which are similar</p>	<p>*explore finer meanings of words *show, discuss and explore their understanding of the meaning of vocabulary in context</p>



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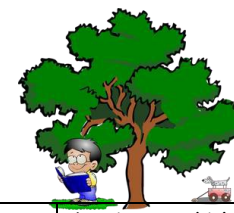





<p>Understanding</p> 		<p>*draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>*discuss the sequence of events in books and how items of information are related *draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correct inaccurate reading</p>	<p>*check the text makes sense, reading to the punctuation and usually re-reading or self-checking *explain and discuss their understanding of the text eg: explain events; describe a character's actions *identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared; text box provides a list of quick facts</p>	<p>*check the text makes sense, reading to the punctuation and usually re-reading or self-checking *explain and discuss their understanding of the text eg: explain events; describe a character's actions *identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared; text box provides a list of quick facts</p>	<p>*provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out; introductory paragraphs *make comparisons within and across texts eg: compare two ghost stories *distinguish fact from opinion with some accuracy and awareness of ambiguity *summarise main ideas from more than one paragraph - identifying key details which support the main idea</p>	<p>identify language, structural and presentational features in texts and explain how they contribute to meaning *use contextual evidence to make sense of the text *make accurate and appropriate comparisons within and across different texts *distinguish between fact and opinion accurately and discuss ambiguity between the two *confidently summaries content drawn from more than one paragraph</p>
<p>Inference</p> 		<p>*listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently *link what they read or hear read to their own experiences</p>	<p>*make inferences on the basis of what is being said and done *answer and ask questions</p>	<p>*draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions or words</p>	<p>*draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions /words - and draw comparisons with little prompting</p>	<p>*draw inferences and justify these with evidence from the text eg: explain how a character's feelings changed and how they know this</p>	<p>*make developed inferences and explain and justify with textual evidence to support their reasoning</p>



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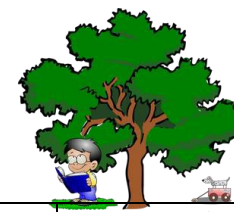



<p>Prediction</p> 		<p>*predict what might happen on the basis of what has been read so far</p>	<p>*predict what might happen on the basis of what has been read so far</p>	<p>*predict what might happen from simple details both stated and implied</p>	<p>*make credible predictions about what might happen from details stated and implied</p>	<p>*make credible and insightful predictions</p>	<p>*make credible and insightful predictions which are securely rooted in the text</p>
<p>Authorial Intent</p> 						<p>*discuss and evaluate how authors use language, including figurative language - and its effect on the reader</p>	<p>*identify the effect of language, including figurative; explain and evaluate its effect - including impact and suitability of choice</p>
<p>Non-Fiction</p> 		<p>*listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher</p>	<p>*be introduced to non-fiction books that are structured in different ways</p>	<p>*listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their characteristics and recognise typical presentational features *retrieve and record information from non-fiction texts</p>	<p>*listen to and discuss a range of non-fiction and reference or text books that are structured in different ways recognising typical presentational features *know how information is signposted in reference book and use this to retrieve and record information from non-fiction / reference texts</p>	<p>*confidently retrieve, record and present information from nonfiction texts</p>	<p>*retrieve, record and present information from non-fiction texts - independently and creatively</p>



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<p>Discussing Reading</p> 		<p>*participate in discussion about what is read to them, take turns and listen to what others say *explain clearly their understanding of what is read to them</p>	<p>*participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what other say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves</p>	<p>*engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school *during discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say</p>	<p>*engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references *during discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say</p>	<p>*recommend books to others - giving detailed reasons *readily ask pertinent questions to enhance understanding *participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others' views courteously *explain what they know or have read - including through formal presentations and debates, using notes where necessary</p>	<p>*state own preferences and recommend books to others - giving substantiated reasons *pose hypotheses and ask probing questions to enhance understanding *discuss books, expressing and justifying opinions, building ideas and challenging others' views courteously *explain their understanding of what they have read - including through formal presentations and debates - maintaining a focus on the topic</p>
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