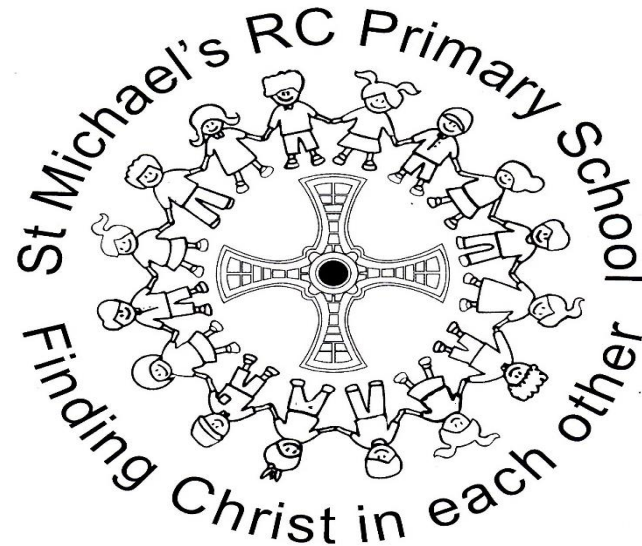
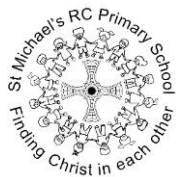


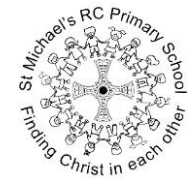
St Michael's RC VA Primary School



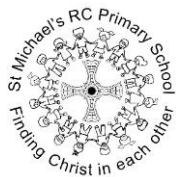
Reading Progression Document



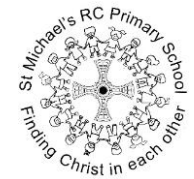
Reading Progression of Skills, Concepts, Knowledge and Understanding



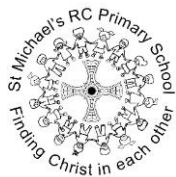
	Word Reading	Comprehension
Foundation	<ul style="list-style-type: none"> • Continues a rhyming string • Hears and says the initial sounds in words • Can segment the sounds in simple words and blend them together • Links sounds to letters, naming and sounding the letters of the alphabet • Read and understand simple sentences • Use phonic knowledge to decode regular words and read them outoud accurately • Can read some common irregular words 	<ul style="list-style-type: none"> • Children know that information can be retrieved from books • Children know that print carries meaning and in English, is read from left to right, top to bottom. • Uses vocabulary and forms of speech that are increasingly influenced by their experience of books • Children enjoy an increasing range of books • Children can read and understand simple sentences • Children demonstrate understanding when talking to others about what they have read and listened to.
Year 1	<ul style="list-style-type: none"> • responds speedily with the correct sound to graphemes for all 40+ phonemes including, where appropriate, alternative sounds for graphemes • applies phonic knowledge to decode words • reads accurately by blending sounds in unfamiliar words containing GPCs that have been taught • reads words containing known GPS and –s,-es, -ing, -ed, -er and –est endings • reads CEW with some fluency and begins to notice unusual correspondences between spelling and sound and where these occur in a word • reads words of more than one syllable that contain known GPCs • reads simple sentences with some fluency • reads words with contractions • uses pictures to read and understand the text • reads aloud books that are consistent with developing phonic knowledge • begins to take account of punctuation when reading • begins to use context clues to help reading for meaning • re-reads books to develop confidence, fluency and expression 	<ul style="list-style-type: none"> • answers questions about stories read • identifies features of books, e.g. title etc. • recognises and joins in with predictable phrases • begins to distinguish between fact and fiction • shows an understanding of what has been read, drawing on own knowledge or information provided by the teacher • listens to and discusses a wide range of poems, stories and non-fiction at a level beyond which can be read independently • links what they hear or read to their own experiences • retells key stories they have read (including fairy stories and traditional tales), heard and discussed using appropriate vocabulary • talks about what is read to them, taking turns and listening to others. Expresses opinions based on these • explains understanding of what they have read • talks about particular characteristics of different types of stories • talks about the significance of the title and events • makes inferences on the basis of what is read • makes simple predictions • learns and appreciate rhymes and poems and can recite some by heart • discusses word meanings, making links to known words • retells, using significant events and main points in sequence



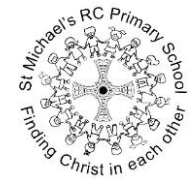
Reading Progression of Skills, Concepts, Knowledge and Understanding



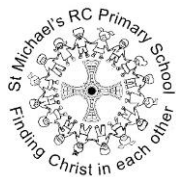
		<ul style="list-style-type: none"> • reads checking texts make sense and correcting inaccurate reading
	Word Reading	Comprehension
<p>Year 2</p>	<ul style="list-style-type: none"> • reads all known graphemes • reads unfamiliar words containing known GPCs accurately and without needing to sound out • segments words into syllables to aid decoding • reads familiar words without overt sounding and blending • uses punctuation to read with increased expression • applies phonic knowledge and skills consistently to decode age-appropriate texts accurately and without undue hesitation • sounds out unfamiliar words accurately, without undue hesitation • automatic decoding, using phonics, is embedded and reading is fluent • recognises and effortlessly decodes alternative sounds for graphemes • reads accurately words of two or more syllables, containing known graphemes • recognises and effortlessly decodes most CEW 	<ul style="list-style-type: none"> • listens to and talks about a wide range of contemporary and classic poetry, stories and non-fiction • retells a range of story in sequence • finds and retrieves literal information • begins to ask simple questions about books read and shared • recognises simple recurring language in poems and stories • distinguishes between fact and fiction • shows some awareness of text features • explains how items of information are related and discusses sequence of events • begins to skim and scan • talks about how to choose a book to read • regards reading as a pleasurable activity • identifies sequences of events in texts and offers simple explanations of how items of information relate to one another



Reading Progression of Skills, Concepts, Knowledge and Understanding



	<ul style="list-style-type: none">• reads most words quickly and accurately, without overt sounding and blending, when they have been encountered frequently• reads words containing common suffixes• reads age-appropriate texts with fluency and confidence• notices when reading does not make sense and takes appropriate action• begins to use expression and intonation to engage a listener, when reading aloud<ul style="list-style-type: none">self-corrects and re-reads to make ensure fluency and meaning	<ul style="list-style-type: none">• demonstrates familiarity with, and can retell, a wide range of stories, fairy stories and traditional tales• recognises and understands the different structures of non-fiction books that have been introduced• discusses words and phrases, and clarifies the meaning of new words through discussion, and by making links to known vocabulary• learns and recites a repertoire of poems by heart, using appropriate intonation to help make the meaning clear• demonstrates understanding of what is read independently, or listened to, by drawing on own knowledge, and information and vocabulary provided• constructs meaning whilst reading independently, self-correcting where the sense of the text is lost• makes inferences on what has been read• asks and answers questions appropriately, including those based on inference of what is said and done• makes predictions on the basis of what has been read so far• participates in discussions , offering opinions and explanations for these about books, poems and other materials• exercises choice in selecting books
	Word Reading	Comprehension



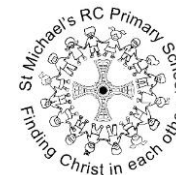
Reading Progression of Skills, Concepts, Knowledge and Understanding



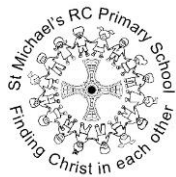
Year 3	<ul style="list-style-type: none">• uses a range of strategies when reading aloud and independently• experiments with different pronunciations when reading unfamiliar, longer words• makes good approximations of a word's pronunciation• discusses meaning of new words based on understanding of root words, prefixes and suffixes• begins to read ahead looking for clues to determine meaning• reads she appropriate texts at speed, with fluency, understanding and expression• talks about different strategies that can be used to help make sense of reading• begins to select the most effective strategy• self-corrects without prompting when necessary	<ul style="list-style-type: none">• makes predictions based on evidence from the text and can explain these• discusses words and phrases that capture the reader's interest and imagination• selects books based on awareness of reading preferences• reads silently for longer periods of time and can talk about what has been read• reads for a range of purposes• checks reading makes sense• talks about their understanding and tries to explain the meaning of words in context• reads and discusses a variety of text types• talks about personal likes and dislikes of books read and, when prompted, can support these views and opinions with reasons• asks questions to improve understanding of the text• infers reasons for action and events• identifies words and phrases used to create mood and tension• offers reasons for authors' choice of vocabulary• begins to summarise what has been read• picks out key points when sequencing fiction• offers explanation for layout or organisational features used within a text• makes comparisons between stories and between non-fiction texts comparing like with like• identifies some different forms of poetry• prepares poetry to be read aloud
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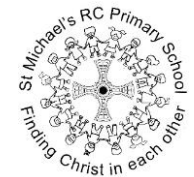
Reading Progression of Skills, Concepts, Knowledge and Understanding



	Word Reading	Comprehension
Year 4	<ul style="list-style-type: none"> • reads a range of texts with fluency, understanding and expression selecting the most effective strategy • reads most words effortlessly at a speaking pace • Uses knowledge of phonics, root words, suffixes and prefixes to determine pronunciation and meaning of unfamiliar words • reads further CEW noting unusual correspondences between spelling and sound and where these occur in words • reads aloud with appropriate volume 	<ul style="list-style-type: none"> • retrieves and records information from non-fiction texts • recognises the purpose, form and audience of a text • identifies and comments on author viewpoints • expands and explains answers to questions based on texts read • picks out vocabulary / phrases used for impact and effect • reads a wide range of fiction and no- fiction, including poetry. • talks confidently about a wide range of books read, retelling narratives, summarising information and offering opinions • talks about themes and conventions when discussing books • understands the different reasons for reading – for pleasure / to find information, for example • uses the structure of books to navigate around texts • selects books based on own reading experiences and preferences • talks about known authors • reads independently with sustained concentration • offers inferences and predictions and explains rationale behind these, making reference to the text as appropriate • identifies how language, structure and presentation contributes to meaning • recognises different forms of poetry • prepares poems and play-scripts to be read aloud and performed showing understanding of intonation, tone and volume • talks about their own reading and reading choices



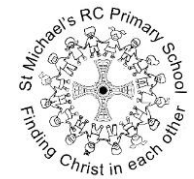
Reading Progression of Skills, Concepts, Knowledge and Understanding



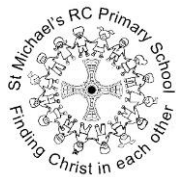
	Word Reading	Comprehension
Year 5	<ul style="list-style-type: none"> • reads at a reasonable speaking pace • reads most words effortlessly • pronounces unfamiliar words with automaticity • develops confidence when reading aloud • reads aloud with appropriate volume and expression to make meaning clear to the audience 	<ul style="list-style-type: none"> • groups books according to theme or convention • begins to show empathy/understanding with characters' motives and behaviours • infers meaning of unfamiliar words from context • infers characters' thoughts feelings and motives • summarises and presents stories in own words • recognises and reads an increasingly wide range of books including myths, legends, modern fiction, fiction from our literary heritage and stories from other cultures • talks about favourite authors and types of books, giving reasons for preferences • asks questions to enhance understanding of the text • retrieves information from a text, using efficient and effective methods



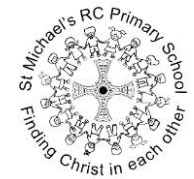
Reading Progression of Skills, Concepts, Knowledge and Understanding



		<ul style="list-style-type: none"> • recognises author’s viewpoint • uses inference and predictions to support reading • begins to identify descriptive and figurative language that has been used for effect • summarises main idea from more than one paragraph • selects books based on reading experiences and knowledge of books • distinguishes between fact and opinion in non-fiction reading • explains the effect and impact of author viewpoint • discusses author’s use of language for impact and effect using technical terms (figurative language, similes, imagery, analogy, metaphor etc.) • begins to make comparisons across and between books • begins to show the influence of reading in writing • builds up a repertoire of poems that are known by heart • prepares poems and plays to read aloud
Year 6	<ul style="list-style-type: none"> • reads confidently, fluently and effortlessly a range of age-appropriate texts including novels, plays, poetry, non-fiction, reference and text books • determines meaning of new words by applying knowledge of root words, suffixes and prefixes • demonstrates appropriate intonation, tone and volume when reading aloud text, plays and poetry to make meaning clear to the audience 	<ul style="list-style-type: none"> • recognises reoccurring themes and conventions across a range of texts • summarises main idea from more than one paragraph • uses elements taken from reading in own writing • retrieves information effectively using organisational features • records and presents information from non-fiction texts • identifies how punctuation is used for impact and effect • recognises authorial techniques and styles and can explain how authors use these to create particular moods and effects



Reading Progression of Skills, Concepts, Knowledge and Understanding



		<ul style="list-style-type: none">• distinguishes between statements of fact and opinion; and in non-fiction.• asks questions to enhance understanding of the text.• reads and demonstrates familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction and fiction from literary heritage, and books from other cultures and traditions).• recommends books to others based on own reading preferences, giving reasons for choice.• knows a wide range of poetry by heart.• explains how language, structure, and presentation, can contribute to the meaning of a text.• identifies themes and conventions demonstrating, through discussion and comment, understanding of their use in and across a wide range of writing.• draws on contextual evidence to make sense of what is read, and participates in discussion to explore words with different meanings.• comments on how language, including figurative language, is used to contribute to meaning.• makes comparisons within and across different texts.• draws inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.• makes predictions based on details stated and implied.• identifies key details that support main ideas, and uses them to summarise content drawn from more than one paragraph.• expresses views formed through independent reading and books that are read to them, explaining and justifying personal opinions, and courteously challenging those of others.• explains and discusses understanding of what has been read, including through formal presentations and debates,
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