

Progression in Reading at Our Lady of the Assumption Catholic Primary School

Menu	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding / Word Reading	<ul style="list-style-type: none"> *use phonic knowledge to decode regular words and read them aloud accurately *read and understand simple sentences *read some common irregular words 	<ul style="list-style-type: none"> *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 e.g.: 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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 knowledge of root words and their affixes e.g.: disagree, misbehave, incorrect *prepare poems and play scripts to read aloud and perform – showing appropriate intonation and volume when reciting to reading aloud 	<ul style="list-style-type: none"> *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 e.g. information, invasion, enclosure, mountainous *prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud 	<ul style="list-style-type: none"> *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 e.g.: suspect/suspicious, change/changeable, receive/reception *know securely the different pronunciations of words with the same letter-string e.g.: bought, rough, cough, though, plough *use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear 	<ul style="list-style-type: none"> *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 e.g.: ambitious, infectious, observation, innocence *use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text
Range of reading	<ul style="list-style-type: none"> *Read sentences made up of words with taught sounds and common exception words. (LIT) *Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L) *To use non-fiction books to develop new knowledge and vocabulary. (C&L) 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *listen to, discuss and express views about a wide range of fiction, poetry and plays – beginning to justify comments 	<ul style="list-style-type: none"> *read a growing repertoire of texts – both fiction and nonfiction 	<ul style="list-style-type: none"> *demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction
Familiarity with texts	<ul style="list-style-type: none"> *Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT) *To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT) *To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT) 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *identify themes and conventions in a range of books 	<ul style="list-style-type: none"> *identify themes and conventions in a range of books including the conventions of myths and play scripts and begin to make comparisons 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *demonstrate familiarity with different texts types *accurately identify and comment on the features, themes and conventions across a range of texts and understand their use
Poetry and Performance	<ul style="list-style-type: none"> *To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / independently for others. (C&L) 	<ul style="list-style-type: none"> *appreciate rhymes and poems, and recite some by heart 	<ul style="list-style-type: none"> *build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> *recognise some different forms of poetry such as shape poems, free verse or narrative and explain their differences 	<ul style="list-style-type: none"> *recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous etc... 	<ul style="list-style-type: none"> *read and recite age-appropriate and more challenging poetry that has been learned by heart 	<ul style="list-style-type: none"> *demonstrate that they have learned a wide range of poetry by heart
Word Meanings	<ul style="list-style-type: none"> *Talk about elements of a topic using newly introduced vocabulary (C&L) 	<ul style="list-style-type: none"> *discuss word meanings, link new meanings to those already known 	<ul style="list-style-type: none"> *discuss and clarify the meanings of words, linking new meanings to known vocabulary *discuss favourite words and phrases 	<ul style="list-style-type: none"> *explain the meaning of words in context; use dictionaries to check meanings *discuss words and phrases that capture the reader's interest and imagination 	<ul style="list-style-type: none"> *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 	<ul style="list-style-type: none"> *discuss their understanding of the meaning of words in context – finding other words which are similar 	<ul style="list-style-type: none"> *explore finer meanings of words *show, discuss and explore their understanding of the meaning of vocabulary in context

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Understanding	*demonstrate their understanding when talking with others about what they have read.	*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	*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	*check the text makes sense, reading to the punctuation and usually re-reading or self-checking *explain and discuss their understanding of the text e.g.: explain events; describe a character's actions *identify how language, structure and presentation contribute to meaning e.g.: trembling indicates that the child is scared; text box provides a list of quick facts	*check that the text makes sense, reading to the punctuation and habitually re-reading *explain and discuss their understanding of the text e.g.: describe a sequence of events; the way a character changes through the story etc... *identify and summarise main ideas drawn from more than one paragraph e.g.: a persuasive message to recycle rubbish *identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs	*provide straightforward explanations for the purpose of the language, structure and presentation of texts e.g.: use of bullet points; how a letter is set out; introductory paragraphs *make comparisons within and across texts e.g.: 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	*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
Inference	*To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	*discuss the significance of the title and events *make inferences on the basis of what is being said and done	*make inferences on the basis of what is being said and done *answer and ask questions	*draw inferences and justify with evidence e.g.: characters' feelings, thoughts and motives from their actions or words	*draw inferences and justify with evidence e.g.: characters' feelings, thoughts and motives from their actions /words – and draw comparisons with little prompting	*draw inferences and justify these with evidence from the text e.g.: explain how a character's feelings changed and how they know this	*make developed inferences and explain and justify with textual evidence to support their reasoning
Prediction	*To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	*predict what might happen on the basis of what has been read so far	*predict what might happen on the basis of what has been read so far	*predict what might happen from simple details both stated and implied	*make credible predictions about what might happen from details stated and implied	*make credible and insightful predictions	*make credible and insightful predictions which are securely rooted in the text
Authorial intent				*discuss words and phrases that capture the reader's interest and imagination *identify how language, structure, and presentation contribute to meaning	*discuss words and phrases that capture the reader's interest and imagination *identify how language, structure, and presentation contribute to meaning	*discuss and evaluate how authors use language, including figurative language – and its effect on the reader	*identify the effect of language, including figurative; explain and evaluate its effect – including impact and suitability of choice
Non-fiction	*Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. Know and explain some differences between fiction and non-fiction books.	*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	*be introduced to non-fiction books that are structured in different ways	*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	*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	*confidently retrieve, record and present information from nonfiction texts	*retrieve, record and present information from non-fiction texts – independently and creatively
Discussing reading	*Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions. *Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. *Begin to interpret stories, rhymes and poetry; making suggestions for actions and events. *Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.	*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	*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	*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	*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	*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	*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