



## READING PROGRESSION AND SKILLS DOCUMENT

	RECEPTION	YEAR 1	YEAR 2	End of Key Stage Expectations
<b>Reading</b>	<ul style="list-style-type: none"> <li>• Say a sound for each letter in the alphabet and at least 10 digraphs.</li> <li>• Read words consistent with their phonic knowledge by sound-blending.</li> <li>• Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li> </ul>	<ul style="list-style-type: none"> <li>• Apply phonic knowledge and skills as the route to decode words.</li> <li>• Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</li> <li>• Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</li> <li>• Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the words.</li> <li>• Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings.</li> <li>• Read other words of more than one syllable that contain taught GPCs.</li> <li>• Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).</li> <li>• Read aloud accurately books that are consistent with their developing phonic</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>• Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>• Read accurately words of two or more syllables that contain the same graphemes as above.</li> <li>• Read words containing common suffixes.</li> <li>• Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</li> <li>• Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> <li>• Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> </ul>	<p style="color: red;"><b>Age Related Expectation:</b></p> <ul style="list-style-type: none"> <li>• <b>read accurately most words of two or more syllables.</b></li> <li>• <b>read most words containing common suffixes*</b></li> <li>• <b>read most common exception words.*</b></li> </ul> <p><b>In age-appropriate books, the children can:</b></p> <ul style="list-style-type: none"> <li>• <b>read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</b></li> <li>• <b>sound out most unfamiliar words accurately, without undue hesitation.</b></li> </ul>



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		<p>knowledge and that do not require them to use other strategies to work out words.</p> <ul style="list-style-type: none"> <li>• Re-read these books to build up their fluency and confidence in word reading.</li> <li>• Meet the required standard for the Year One Phonic Screening (June)</li> </ul>		
<b>Comprehension</b>	<ul style="list-style-type: none"> <li>• Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</li> <li>• Anticipate (where appropriate) key events in stories.</li> <li>• Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently.</li> <li>• With encouragement, link what they read or hear read to their own experiences.</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</li> <li>• Recognise and join in with predictable phrases.</li> <li>• Appreciate rhymes and poems, and recite some by heart</li> <li>• Discuss word meanings, linking new meanings to those already known.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Discuss the sequence of events in books and how items of information are related.</li> <li>• Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> <li>• Be introduced to non-fiction books that are structured in different ways.</li> <li>• Recognise simple recurring literary language in stories and poetry.</li> <li>• Discuss and clarifying the meanings of words, linking new meanings to known vocabulary.</li> </ul>	<p><b>In a book that they can already read fluently, the pupil can:</b></p> <ul style="list-style-type: none"> <li>• <b>check it makes sense to them, correcting any inaccurate reading.</b></li> <li>• <b>answer questions and make some inferences.</b></li> <li>• <b>explain what has happened so far in what they have read.</b></li> </ul>



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		<ul style="list-style-type: none"><li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li><li>• Check that the text makes sense to them as they read and correct inaccurate reading.</li><li>• Discuss the significance of the title and events.</li><li>• Make inferences on the basis of what is being said and done.</li><li>• Predict what might happen on the basis of what has been read so far.</li><li>• Participate in discussion about what is read to them, taking turns and listening to what others say.</li><li>• Explain clearly their understanding of what is read to them.</li></ul>	<ul style="list-style-type: none"><li>• Discuss their favourite words and phrases.</li><li>• Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</li><li>• Draw on what they already know or on background information and vocabulary provided by the teacher.</li><li>• Check that the text makes sense to them as they read and correcting inaccurate reading.</li><li>• Make inferences on the basis of what is being said and done.</li><li>• Answer and asking questions</li><li>• Predict what might happen on the basis of what has been read so far.</li><li>• 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 others say.</li><li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.</li></ul>	<p><b>Children working at the greater depth standard can:</b></p> <p><b>in a book the children are reading independently:</b></p> <ul style="list-style-type: none"><li>• <b>make inferences</b></li><li>• <b>make a plausible prediction about what might happen on the basis of what has been read so far</b></li><li>• <b>make links between the book they are reading and other books they have read.</b></li></ul>
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	YEAR 3	YEAR 4	YEAR 5	YEAR 6	End of Key Stage Expectations
<b>Reading</b>	<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li> </ul>		<ul style="list-style-type: none"> <li>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words that they meet.</li> </ul>		<p style="color: red;"><b>At the end of Key Stage Two the children can:</b></p> <ul style="list-style-type: none"> <li>read age-appropriate books with confidence and fluency (including whole novels).</li> <li>read aloud with a tone of voice that shows understanding.</li> <li>work out the meaning of words from the context.</li> <li>explain and discuss my understanding of what they have read, drawing inferences and justifying these with evidence.</li> <li>predict what might happen from details stated and implied.</li> <li>retrieve information from non-fiction texts</li> <li>summarise main ideas, identifying key details and using quotations for illustration.</li> <li>evaluate how authors use language, including figurative language, considering the impact on the reader.</li> <li>make comparisons within and across books.</li> </ul>
<b>Comprehension</b>	<p><b>Develop positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Read books that are structured in different ways and reading for a range of purpose.</li> <li>Use dictionaries to check the meaning of words that they have read</li> <li>Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identify themes and conventions in a wide range of books.</li> <li>Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.</li> </ul>		<p><b>Maintain positive attitudes to reading and understanding of what they read by:</b></p> <ul style="list-style-type: none"> <li>Reading and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Read books that are structured in different ways and reading for a range of purposes.</li> <li>Use dictionaries to check the meaning of words that they have read.</li> <li>Increasing their familiarity with a wide range of books, including traditional stories, myths and legends, modern fiction, classics and books from other cultures and traditions.</li> <li>Recommend books that they have read to their peers, giving reasons for their choices.</li> <li>Identifying themes and conventions in a wide range of writing.</li> </ul>		



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- Discuss words and phrases that capture the readers interest and imagination.
- Recognise some different forms of poetry (e.g. free verse, narrative).

### **Understand what they read, in books they can read independently, by:**

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.
- Ask questions to improve their understanding of a text.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Identify how language, structure, and presentation contribute to meaning.
- Retrieve and record information from non-fiction.

- Make comparisons within and across books.
- Learn a wider range of poetry by heart.
- Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.

### **Understand what they read by:**

- Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.
- Ask questions to improve their understanding.
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Predict what might happen from details stated and implied.
- Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.
- Identify how language, structure and presentation contribute to meaning.



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	<ul style="list-style-type: none"><li>• Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</li></ul>	<ul style="list-style-type: none"><li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>• Distinguish between statements of fact and opinion.</li><li>• Retrieve, record and present information from non-fiction.</li><li>• Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</li><li>• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</li><li>• Provide reasoned justifications for their views.</li></ul>	
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