



St. Walburga's Catholic Primary School

Reading Skills Progression



Skills/Domains	Foundation [ELGs]	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading: Phonics and Decoding	<p>Read individual letters by saying the sounds for them and at least 10 digraphs.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p>Read simple phrases and sentences made up of known letter-sound correspondences and, where necessary, a few exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Speedily and accurately read all 40+ letters for 40+ phonemes.</p> <p>Read accurately by blending taught GPCs.</p> <p>Read words containing common suffixes, e.g. -s, -es, -ing, -ed, -er, -est.</p> <p>Read multi-syllable words containing taught GPCs.</p> <p>Read words with contractions, e.g. I'm, I'll and we'll, understanding the use of the apostrophe.</p>	<p>Continue to apply phonic knowledge and skills as the route to decoding until reading is fluent.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Accurately read words of two or more syllables.</p> <p>Read most words containing common suffixes.</p>	<p>Use phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>Apply growing knowledge of root words and prefixes, (e.g. in-, im-, il-, ir-, dis-, mis-, un-, re, sub-, inter-, super-, anti and auto-), to both read aloud and understand the meaning of new words.</p> <p>Apply growing knowledge of root words and suffixes, including -ation-, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, to both read aloud and understand the meaning of new words.</p> <p>Begin to accurately and fluently read books written at an age-appropriate level at a speed that is sufficient to enable a focus on understanding</p> <p>Read silently.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</p> <p>Apply their growing knowledge of root words, prefixes (e.g. sub-, inter-, anti-, auto-) and suffixes (e.g. -ation, -ous, -tion, -sion, -ssion, -cian) (etymology and morphology) as listed in National Curriculum English Appendix 1, both to read aloud fluently and to understand the meaning of new words that they meet</p> <p>Accurately and fluently read books written at an age-appropriate interest level at a speed that is sufficient to enable a focus on reading and understanding what they have read.</p> <p>Read silently and be able to comment on what they've read.</p>	<p>Read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, (etymology and morphology), as listed in National Curriculum English Appendix 1, both to read aloud and to understand the meaning of new words that they meet, (e.g. -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/-ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently.</p> <p>Read silently for a sustained period of time.</p>	<p>Read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes, (etymology and morphology, and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>Read silently for a sustained period of time and be able to comment on what they've read.</p>
Word Reading: CEWs	<p>Read some common exception words matched to phonics programme used.</p> <p>Read some common irregular words.</p>	<p>Read Y1 common exception words, noting unusual correspondences between the spelling and sound and where these occur in words.</p>	<p>Read most Y1 and Y2 common exception words, noting unusual spelling/sound correspondences.</p>	<p>Begin to read Y3 and Y4 exception words.</p>	<p>Read all Y3 and Y4 exception words, discussing the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Begin to read Y5 and Y6 exception words.</p>	<p>Read all Y5 and Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>
Word Reading: Fluency	<p>Blend sounds into words, so that they can read short words made of letter-sound correspondences.</p> <p>Read simple phrases and sentences made up of known letter-sound correspondences and, where necessary, a few exception words.</p> <p>Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p>	<p>Accurately read texts aloud that are consistent with developing phonic knowledge.</p> <p>Re-read these texts to build up fluency and confidence in word reading.</p>	<p>Read aloud texts, closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read these books to build up fluency and confidence in word reading.</p> <p>Read most words accurately and fluently without overt sounding/blending, e.g. 90 words per minute in age-appropriate texts.</p>	<p>At the start of KS2, teaching comprehension will be taking precedence over teaching word reading directly. Any focus on word reading will be supporting the development of vocabulary. <i>NB - Children working significantly below age-related expectations will have teaching intervention and differentiated support to enable them to reach age-related expectations as quickly as possible.</i></p>			
Comprehension	<p><i>The knowledge and skills that pupils need in order to comprehend are very similar at different ages. In order to increase the level of challenge for the children, the complexity of the texts that the children engage in increases from one year group to the next. [Follow the School Reading Scheme, where necessary and appropriate].</i></p>						
Words in Context and	<p>Learn new vocabulary from stories, rhymes, poems and non-fiction.</p>	<p>Discuss new word meanings and link new meanings to those already known.</p>	<p>Discuss and clarify the meanings of new words, linking new meanings to those already known.</p>	<p>Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context,</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>Discuss vocabulary used by the author to create effect including figurative language, using both prior knowledge or background</p>	<p>Analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical</p>



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<p>Authorial Choice</p> <p>[Vocabulary]</p>	<p>Use new vocabulary throughout the day.</p> <p>Retell the story once they have developed a deep familiarity with the text; some as exact repetition and some in their own words.</p> <p>Use new vocabulary in different contexts.</p> <p>Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p>	<p>Draw on what they already know or on background information provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>Discuss their favourite words and phrases.</p> <p>Draw on what they already know or on background information provided by the teacher.</p> <p>Check that the text makes sense to them as they read and correct inaccurate reading.</p>	<p>drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Discuss authors' choice of words and phrases for effect.</p>	<p>Identify how language, structure and presentation contribute to meaning, and discuss its effectiveness.</p>	<p>information and vocabulary provided by the teacher.</p> <p>Evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
<p>Inference</p>	<p>Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary.</p>	<p>Make simple inferences from the text based on what is said and done.</p>	<p>Ask and answer questions about a text.</p> <p>Make inferences from the text based on what is said and done.</p> <p>Make links between the text they are reading and other texts they have read, (i.e. in texts they can read independently).</p>	<p>Ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts, and motives.</p>	<p>Draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text.</p>	<p>Draw inferences from characters' feelings, thoughts, and motives.</p> <p>Justify inferences with evidence.</p>	<p>Consider different accounts of the same event and discuss viewpoints, (both of authors and of fictional characters).</p> <p>Discuss how characters change and develop through texts by drawing inferences based on indirect clues.</p>
<p>Prediction</p>	<p>Anticipate – where appropriate – key events in stories</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>Make and justify predictions using evidence from the text.</p>	<p>Make and justify predictions from details stated and implied.</p>	<p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>Make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p> <p>Make accurate predictions using experience of reading books by the same author or similar genres.</p>
<p>Comparing, Contrasting and Commentating</p> <p>[Explain/Retrieve]</p>	<p>Make comments about what they have heard and ask questions to clarify their understanding.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems.</p>	<p>Listen to and discuss a wide range of fiction, non-fiction, and poetry at a level beyond that at which they can read independently</p> <p>Link what they have read or have read to them to their own experiences and explain clearly their understanding of what is read to them.</p> <p>Retell familiar stories in increasing detail and recognise and join in with predictable phrases.</p> <p>Join in with discussions about a text, taking turns and listening to what others say.</p> <p>Discuss the significance of titles and events.</p>	<p>Participate in discussion about books, poems and other works that are read to them (at a level beyond at which they can read independently) and those that they can read for themselves, explaining their understanding, and expressing their views.</p> <p>Become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales.</p> <p>Discuss the sequence of events in books and how items of information are related.</p> <p>Recognise simple recurring literary language in stories and poetry.</p>	<p>Regularly recognise, read, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks, including fairy tales, myths and legends, and retelling some of them, taking turns and listening to what others say.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books.</p> <p>Use appropriate terminology when discussing texts (plot, character, setting).</p> <p>Discuss the sequence of events in books, (<i>including the five stages of a story</i>), <i>Context Conflict</i></p>	<p>Discuss and compare texts from a wide variety of genres and writers.</p> <p>Read for a range of purposes.</p> <p>Identify themes and conventions in a wide range of books and make simple connections.</p> <p>Refer to authorial style, overall themes.</p> <p>Identify how language, structure and presentation contribute to meaning.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>Regularly read, listen to and discuss a wide range of genres, identifying the characteristics of text types and differences between text types.</p> <p>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.</p> <p>Ask questions to improve understanding.</p> <p>Identify main ideas drawn from more than one paragraph and summarise these.</p> <p>Sequence the main events in longer stories into the five stages.</p>	<p>Read for pleasure, discussing, comparing, and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</p> <p>Recognise more complex themes in what they read (such as loss or heroism).</p> <p>Identify how writers use more complex structures that do not have simple linear chronology.</p> <p>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic,</p>



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			<p>Ask and answer questions about a text.</p> <p>Make links between the text they are reading and other texts they have read independently.</p>	<p><i>Climax</i> <i>Closure</i> <i>Conclusion</i></p> <p>Discuss how items of information are related.</p>	<p>Sequence the main events in longer stories into the five stages.</p>	<p>Identify how writers use more complex structures that do not have simple linear chronology.</p> <p>Recommend texts to peers based on personal choice.</p> <p>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.</p>	<p>and using notes where necessary.</p> <p>Listen to guidance and feedback on the quality of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>Draw out key information and to summarise the main ideas in a text.</p> <p>Distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>Compare characters, settings, and themes within a text and across more than one text.</p>
<p>Poetry and Performance</p>	<p>Engage in story times.</p> <p>Make use of props and materials when role-playing characters in narratives and stories.</p> <p>Invent, adapt and recount narratives with their peers and their teacher; some as exact repetition and some in their own words.</p> <p>Perform songs, rhymes, poems and stories with others, and (when appropriate), try to move in time to music.</p>	<p>Learn to appreciate rhymes and poems and recite some by heart.</p>	<p>Continue to build up a repertoire of poems learnt by heart, appreciating these, and reciting some with appropriate intonation to make the meaning clear.</p>	<p>Prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>Begin to use appropriate intonation and volume when reading aloud.</p> <p>Recognise the structure and/or patterns of some simple forms of poetry.</p>	<p>Recognise and discuss some different forms of poetry, (e.g. free verse or narrative poetry).</p> <p>Prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume, and action) to show awareness of the audience when reading aloud.</p> <p>Recognise some different forms of poetry and their structure.</p>	<p>Learn a wider range of poetry by heart, preparing poems and plays to read aloud and continually show an awareness of audience when reading out loud using intonation, tone, volume, and action (body language).</p> <p>Recognise and compare an increasing range of poetry structures.</p>	<p>Confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect, (individually and together).</p> <p>Recognise and compare an increasing range of poetry structures.</p> <p>Comment on how their structure influences meaning.</p>
<p>Non-Fiction</p>	<p>Use and understand recently introduced vocabulary during discussions about non-fiction texts and during role play.</p>	<p>Listen to and discuss a wide range of texts, including non-fiction books.</p>	<p>Recognise that non-fiction books are often structured in different ways and identify features of non-fiction texts.</p>	<p>Retrieve and record information from non-fiction texts, using a contents page, headings or subheadings.</p> <p>Scan for key words to retrieve information, (e.g. a paragraph or page).</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use all the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> <p>Scan for key words or phrases to retrieve information [from more than one point of reference in the text] and skim a text in order to see if the text is relevant and/or locate the appropriate section for close reading.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>	<p>Retrieve, record and present information from non-fiction texts, using a combination of skimming for gist, scanning and close reading across a text to locate a specific detail.</p> <p>Use non-fiction materials for purposeful information retrieval.</p> <p>Use dictionaries to check the meaning of words that they have read.</p>