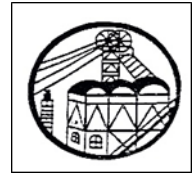




Burradon Community Primary School

Progression in reading



Skills	EYFS Three and Four-Year-Olds Reception Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> - Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> • spot and suggest rhymes • count or clap syllables in words • recognise words with the same initial sound, such as money and mother - Read individual letters by saying the sounds for them. - Blend sounds into words, so that they can read short words made up of letter-sound correspondences. - Read some letter groups that each represent one sound and say sounds for them. - Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. - Say a sound for each letter in the alphabet and at least 10 digraphs. - Read words consistent with their phonic knowledge by sound-blending. - Read aloud simple 	<ul style="list-style-type: none"> - apply phonic knowledge to decode words - read aloud phonically-decodable texts - speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for grapheme - read polysyllabic words containing taught GPCs - read accurately by blending taught GPCs - read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear) <p>Fluency</p> <ul style="list-style-type: none"> - re-read books to build fluency and confidence (closely matched to their improving 	<ul style="list-style-type: none"> - apply phonic knowledge to decode words from the Year 2 phonic curriculum - Respond speedily with the correct sound to graphemes from the Year 2 phonic curriculum - read accurately by blending with the correct sounds from the Year 2 phonic curriculum - read common exception words from the Year 2 phonic curriculum noting unusual correspondence between spelling and sound - read words containing suffixes – ment, -ness, ful, -less, -ly - read multi syllable words (2 or more syllables) from the Year 2 phonic curriculum - read most words quickly and accurately, without overt sounding and blending and 	<ul style="list-style-type: none"> - apply knowledge of root words, prefixes and suffixes, from the Year 3 spelling curriculum, to read aloud and understand the meaning of new words - (see Writing Progression Document) - read most (44 words) core words from the Year 3 curriculum <p>Fluency</p> <ul style="list-style-type: none"> - show fluency across a range of text types and show awareness of the listener through volume and pace with support, develop their use of intonation and expression when reading fiction 	<ul style="list-style-type: none"> - use knowledge of root words, prefixes and suffixes, from the Year 4 spelling curriculum to read aloud and understand the meaning of new words - (see Writing Progression Document) - read most (44 words) core words from the Year 4 curriculum <p>Fluency</p> <ul style="list-style-type: none"> - develop their use of intonation and expression when reading a range of text types to ensure the interest of the listener - begin to assess their own reading and that of their peers by suggesting improvements 	<ul style="list-style-type: none"> - read aloud and understand the meaning of new words met, applying growing knowledge of morphemes and etymology (the origin of the word) across a wide range of texts - begin to decode most new words outside of spoken vocabulary, making a good attempt at pronunciation such as obey, disobedience, disobedient - apply their growing knowledge of root words, prefixes and suffixes/ word endings (see Writing Progression Document) 	<ul style="list-style-type: none"> - read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings - decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues. <p>(see Writing Progression Document)</p>

	sentences and books that are consistent with their phonic knowledge, including some common exception words.	<p>phonic knowledge)</p> <ul style="list-style-type: none"> - read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts. - develop some fluency and expression, pausing at full stops - read common suffixes - read contractions and understand that the apostrophe represents the omitted letter(s) 	<p>without undue hesitation</p> <p>Fluency</p> <ul style="list-style-type: none"> - re-read books to build up fluency and confidence in word reading - note punctuation to read with appropriate expression 				
Range of reading		<ul style="list-style-type: none"> - listen to and discuss a wide range of poems, 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 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 and discuss a wide range of texts type covered by the Year 3 curriculum and know they are structured in different ways and for different purposes 	<ul style="list-style-type: none"> - listen to and discuss a wide range of texts type covered by the Year 4 curriculum and know they are structured in different ways and for different purposes. 	<ul style="list-style-type: none"> - listen to and discuss a wide range of texts type covered by the Year 5 curriculum and know they are structured in different ways and for different purposes. - make comparisons within and across books comparing characters, considering viewpoints of authors and of fictional characters. 	<ul style="list-style-type: none"> - listen to and discuss a wide range of texts type covered by the Year 6 curriculum and know they are structured in different ways and for different purposes. - make comparisons within and between books and between versions of the same text giving examples to support opinions
Familiarity with texts		<ul style="list-style-type: none"> - become familiar with key story genres and retell them using their particular characteristics such as predictable phrases 	<ul style="list-style-type: none"> - become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales and recognise literary recurring language 	<ul style="list-style-type: none"> - increase their familiarity with a wide range of books, retelling some of these orally - With support, identify themes and 	<ul style="list-style-type: none"> - independently identify themes and conventions in a wide range of books 	<ul style="list-style-type: none"> - identify and discuss themes and conventions in and across a wide range of writing - increase their familiarity with a wide range of 	<ul style="list-style-type: none"> - identify and discuss themes and conventions in and across a wide range of writing - increase their familiarity with a wide range of books,

				conventions in age appropriate books		books, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	including myths, legends, traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
Poetry and performance		<ul style="list-style-type: none"> learn to appreciate rhymes and poems, and to recite some by heart <p>(see Poetry Progression Document)</p>	<ul style="list-style-type: none"> 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>(see Poetry Progression Document)</p>	<ul style="list-style-type: none"> prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry <p>(see Poetry Progression Document)</p>	<ul style="list-style-type: none"> prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action recognise some different forms of poetry <p>(see poetry progression)</p>	<ul style="list-style-type: none"> read aloud a wide range of texts showing an understanding through intonation, tone and volume so that the meaning is clear to an audience continue to read and discuss an increasingly wide range of poetry Identify distinctive language such as personification and onomatopoeia and how they help the reader draw meaning from the text <p>(see poetry progression)</p>	<ul style="list-style-type: none"> read aloud a wide range of texts showing an understanding through intonation, tone and volume and be able to self and peer assess to make improvements learn a wider range of poetry by heart Identify distinctive language including all aspects of figurative language and evaluate the impact on them as a reader <p>(see poetry progression)</p>
Word meanings		<ul style="list-style-type: none"> discuss word meanings and link new meanings to words already known 	<ul style="list-style-type: none"> discuss their favourite words and phrases discuss and clarify the meanings of words and link new meanings to known vocabulary 	<ul style="list-style-type: none"> identify words and phrases from fiction books that interest, inspire and intrigue them and say why use dictionaries to check the meaning of words that they have read using the first and second letter of the alphabet 	<ul style="list-style-type: none"> use dictionaries to check the meaning of words that they have read 	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words using the first four letters use a thesaurus. 	<ul style="list-style-type: none"> use dictionaries to check the spelling and meaning of words use a thesaurus.
Understanding		<ul style="list-style-type: none"> draw on what they already know or on background information and vocabulary provided by the teacher be encouraged to link what they read or hear read to their own experiences 	<ul style="list-style-type: none"> 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 	<ul style="list-style-type: none"> check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context begin to ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> check that the text makes sense to them, discuss their understanding and explain the meaning of words in context ask questions to improve their understanding of a text 	<ul style="list-style-type: none"> with support, explore how a known word can have a different meaning in a new context such as bright child meaning smart not glowing bright summarise the main ideas drawn from 	<ul style="list-style-type: none"> identify the main ideas in paragraphs and provide a succinct summary, paraphrasing the main ideas

		<ul style="list-style-type: none"> - check that the text makes sense to them as they read and going back and correcting inaccurate reading - answer simple retrieval questions about a text and find evidence to support answers 	<ul style="list-style-type: none"> - make links between a current book and those already read - check that the text makes sense to them as they read and correct inaccurate reading 		<ul style="list-style-type: none"> - identify main ideas drawn from more than one paragraph and summarise these - identify morals and messages in a story 	<p>more than one paragraph, identifying key details that support the main ideas and can begin to use own words and key vocabulary from the text</p>	
Inference		<ul style="list-style-type: none"> - discuss the significance of the title, events and characters - make simple inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> - make inferences on the basis of what is being said and done - ask and answer questions 	<ul style="list-style-type: none"> - with support, draw inferences such as inferring characters' feelings, thoughts and motives from their actions - begin to justify some inferences with evidence 	<ul style="list-style-type: none"> - draw inferences such as inferring characters' feelings, thoughts and motives from their actions using the text to support their answer - justify inferences with evidence 	<ul style="list-style-type: none"> - draw inferences such as inferring characters' feelings, thoughts and motives from their actions by routinely returning to the text 	<ul style="list-style-type: none"> - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify opinions by evidence from the text
Prediction		<ul style="list-style-type: none"> - make predictions on what has been read so far 	<ul style="list-style-type: none"> - predict what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> - predict what might happen from details stated and implied 	<ul style="list-style-type: none"> - predict what might happen from details stated and implied 	<ul style="list-style-type: none"> - predict what might happen from details stated and implied 	<ul style="list-style-type: none"> - predict what might happen from details stated and implied
Authorial intent				<ul style="list-style-type: none"> - discuss words and phrases that capture the reader's interest and imagination - identify how language, structure, and presentation contribute to meaning 	<ul style="list-style-type: none"> - identify distinctive language in fiction books such as metaphors, alliteration, similes and how they help the reader draw meaning from the text 	<ul style="list-style-type: none"> - Identify distinctive language such as personification and onomatopoeia and how they help the reader draw meaning from the text - identify how language, structure and presentation contribute to meaning 	<ul style="list-style-type: none"> - Identify distinctive language including all aspects of figurative language and evaluate the impact on them as a reader - identify how language, structure and presentation contribute to meaning
Non-fiction		<ul style="list-style-type: none"> - know the difference between fiction and non-fiction - begin to know the characteristics of a non-fiction book such as contents page, glossary, index 	<ul style="list-style-type: none"> - know the features of a non-fiction book (sub-headings, captions, diagrams and topic vocabulary) 	<ul style="list-style-type: none"> - retrieve and record information from non-fiction and begin to make notes that they understand 	<ul style="list-style-type: none"> - retrieve and record information from non-fiction texts - Identify structural and presentational features non-fiction texts and demonstrate understanding of how these help the reader draw meaning from the text 	<ul style="list-style-type: none"> - retrieve and record information from non-fiction and make useful and coherent notes which they then present to an audience - distinguish between facts and opinions 	<ul style="list-style-type: none"> - retrieve and record information from non-fiction which they then formally present to an audience maintaining their focus and using notes to check answers to questions when needed - distinguish between facts and opinions

							questioning what they read and looking for evidence to support questions
Discussing reading		<ul style="list-style-type: none"> - participate in discussions about what is read to them by taking turns and listening to what others say - explain clearly their understanding of what is read to them 	<ul style="list-style-type: none"> - 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 	<ul style="list-style-type: none"> - participate in discussion about both books that are read to them and those they can read for themselves 	<ul style="list-style-type: none"> - participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say 	<ul style="list-style-type: none"> - begin to recommend books that they have read to their peers, giving reasons for their choices 	<ul style="list-style-type: none"> - recommend books that they have read to their peers, justifying their reasons for their choices and observing courtesies when being challenged - explain and discuss their understanding of what they have read through debates with peers, maintaining their focus and using notes to check answers to questions when needed