

St Mary's Catholic Primary School Progression of Reading

Skills	EFYS	Key Stage 1		Key Stage 2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Reading for Pleasure, knowledge and Fluency</b>							
Decoding	<p>To enjoy rhyming and rhythmic activities. To show an awareness of rhyme and alliteration. To recognise rhythm in spoken words. To continue a rhyming string. To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them. To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately</p>	<p>Children read phonetically decodable texts confidently by blending the sounds and GPC that they have been taught so far – by the end of Year 1 they can read all 40 + phonemes.</p>	<p>Children can read accurately by blending, including alternative sounds for graphemes and multi-syllabic words containing these graphemes. They can read common suffixes and exception words, noting unusual correspondences</p>	<p>Children can apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet. They can read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Children apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology).</p>		
Range and familiarity of Reading	<p>Children listen to and discuss poems, stories and nonfiction at a level beyond that at which they can independently read. They are encouraged to link what they hear or read to their own experiences</p> <p>Children are becoming very familiar with key stories and traditional tales and can re-tell them through role-play. They can join in with well-known or repeated phrases in stories.</p>	<p>Children listen to and can discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can independently read. They are encouraged to link what they read or hear read to their own experiences</p> <p>Children are becoming very familiar with key stories and traditional tales, retelling them and considering their particular characteristics.</p>	<p>Children listen to, discuss and express views about a wide range of poetry, stories and non-fiction at a level beyond that at which they can read independently.</p> <p>Children are becoming increasingly familiar with and retelling a wider range of stories and traditional tales. They recognise simple recurring literary language in stories and poetry.</p>	<p>Children listen to and discuss a wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. Their reading books are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum.</p> <p>Children are increasing their familiarity with a wide range of books, including key stories, traditional tales, myths, and legends – they are able to retell some of these orally. They are beginning to identify themes and conventions in a wide range of books.</p>	<p>Children continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction, reference books and textbooks. They are reading books that are structured in different ways and they are given opportunities to read for a range of purposes across the curriculum. They are able to make comparisons within and across books.</p> <p>Children are increasing their familiarity with a wide range of books, including myths and legends modern fiction, fiction from our literary heritage, and books from other cultures and traditions. They are able to identify and discuss themes and conventions in and across a wide range of writing.</p>		

St Mary's Catholic Primary School Progression of Reading

Skills	EYFS	Key Stage 1		Key Stage 2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
		They recognise and join in with predictable phrases.					
Fluency		They have a growing number of words they can read automatically including common suffixes, multi-syllabic words and contractions. Children are beginning to read using appropriate expression	They can read at a speed of 90 words per minute accurately without overt sounding and blending. Children demonstrate expression when reading aloud, particularly where characters are speaking in a story.	Fluency is developed by regular "readers theatre" (performance) activities, such as choral and echo reading in whole class and small groups. Accuracy, automaticity and prosody are developed			They can read silently, aloud and chorally accurately, automatically, recognising and grouping words quickly to help them gain meaning from what they read. Fluent readers read aloud effortlessly and with expression (prosody). Their reading sounds natural, as if they are speaking. Readers Theatre activities continue to enhance these skills
Implementation	<p><b>RWI phonics</b> School /Home Read Write Inc. (RWI) lessons Books selected match phonics ability Books selected by adult in class Opportunity to take home a 'love to read' book to share with an adult for pleasure as well as a library book. Daily story time</p>			<p><b>RWI spelling</b> School /Home Books selected in line with Accelerated Reader (AR) range Teachers monitor through AR reports. Books selected with advice of adult in class Teacher to monitor and keep a record of independent reading in reading record Access to library books Daily independent DEAR (Drop Everything and Read) sessions</p>			
	<p>Book Club lessons where children share their love of reading and have the chance to discuss, compare, enjoy books Daily exposure to quality books in reading lessons and story time Daily whole class reading sessions link to fluency, extended and close reading with deep discussion and explicit teaching of reading skill/skills Expose children to texts beyond what they would read themselves by daily class story time sessions led by class teachers linked to the reading spine Develop fluency by using Reader's Theatre, echo reading, reading train (activities in The Big Book of Fluency)</p>						

St Mary's Catholic Primary School Progression of Reading

Skills	EYFS	Key Stage 1		Key Stage 2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	<b>Teaching of Explicit Reading skills</b>						
	Daily RWI/Fresh Start Lessons (as appropriate) Additional tutoring to ensure independent application and to develop comprehension skills (as appropriate) 5 lessons to include vocabulary, extended and close reading, involving rich discussion and reference to VIPERS (Vocabulary, Inference, Predict, Explain, Retrieve, Summarise) 30 minute whole class sessions 5 times per week. An increasing expectation of written recording of understanding from Year 2 An increasing expectation of written recording of understanding through KS2 alongside many opportunities to discuss						
Vocabulary	Children use talking about books to clarify their thinking, ideas and feelings. E.g. linking to their own experiences.	Children discuss new word meanings and link them to words they already know.	Children begin to find the meaning of new words using the context of the sentence. They use pictures to help support this skill.	Children begin to find the meaning of new words using substitution within a sentence. They are able to use their growing vocabulary to suggest synonyms.	Children find the meaning of new words using the context of the sentence. They also link new words to other words they already know, developing synonyms	Children 'read around the word' and explore its meaning in the broader context of a section or paragraph. They are also able to draw on the understanding of the morphology and etymology of language to support their understanding.	
Inference	Children can infer meaning about characters' feelings using pictures and verbally link these to their own experience.	Children make inferences about characters' feelings using what they say and do to infer basic points with direct reference to the pictures and words in the text.	Children make inferences about characters' feelings using what they say and do to infer basic points and begin, with support to pick up on more subtle references.	Children can infer characters' feelings, thoughts and motives from their stated actions. They begin to justify their opinion by referencing a specific point in the text.	Children can infer characters' feelings, thoughts and motives from their stated actions. They are beginning to understand the author's use of setting to influence the mood of a text. They will consolidate the skill of justifying their opinion using a specific reference point in the text.	Children can infer characters' feelings, thoughts and motives, giving one or two pieces of evidence to support the point they are making. They begin to draw evidence from more than one place across a text.	
Prediction	Makes suggestions about what might happen next or how a story might end based on events so far. Innovate stories through role-play and small world play.	Children make simple predictions based on the story and on their own life experience. They can begin to explain these ideas verbally or through pictures.	Children make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them.	Children use relevant prior knowledge to make predictions and justify them. They are taught the skill of using details from the text to form further predictions.	Children use relevant prior knowledge as well as details from the text to form predictions and to justify them. They begin to monitor these predictions and compare them with the text as they read on.	Predictions are supported by relevant evidence from the text. Children confirm and modify predictions as they read on.	

St Mary's Catholic Primary School Progression of Reading

Skills	EYFS	Key Stage 1		Key Stage 2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Explain	Children can begin to explain who their favourite character is and why. They can say whether or not they like a story and begin to explain why.	Children can say whether or not they like a story, who their favourite character is and explain why. They can begin to make links to their own experiences, other stories and characters.	Children explain their reasons for story and character preferences and make suggestions for improving a text. They can begin to make links to their own experiences, other stories and characters.	Children are able to describe which section of the text was the most interesting/exciting and explain their choice making links to prior reading. They can find and copy words and phrases to describe characters, setting and mood. Children can begin to identify the structure of a text, how it links and its purpose.	Children beginning to recognize the author's use of language affects the readers understanding of character, setting, and mood. They can identify changes in mood across a text. Children can the recognise structure and purpose and explain why a text is arranges in a particular way.	Children can explain how content/information is related and contributes to the meaning as a whole. They are able to describe how the author's use of language affects the readers understanding of character, setting, and mood. They can describe and justify the author's choice of vocabulary and explain how it enhances meaning. Children are able to explain how the themes and patterns develop across a text.	
Retrieve	Children can answer simple recall questions about stories without pictures or prompts.	Children can answer questions about what has just happened in a story.	Children can explain their understanding of independent reading by answering simple questions about what they have just read. Children begin to learn the skill of 'skim and scan' to retrieve details.	Children use the skill of 'skim and scan' to retrieve details quickly. Children begin to use quotations from the text.	Children confidently skim and scan texts to record details, using relevant quotes to support their answers to questions.	Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across larger sections of text.	Children confidently skim and scan, and use the skill of reading before and after to retrieve information. They use evidence from across whole chapters or texts.
Sequence Summarise	Children recall and order key events from the text. They use a story line or narrative in their role-play and small world play.	Children retell and order events from the text. They begin to discuss how events are linked.	Children retell and order events from the text. They begin to discuss how events are linked. They are able to focus on the main content of the story.	Children begin to distinguish between the important and less important information in a text. They are able to give a brief verbal summary of texts that they are familiar with.	Children are able to write a brief summary of main points, identifying and using important information.	Children begin to make connections between information across the text and include this information in their written summaries.	Children summarise information from across a text and link information by analysing and evaluating ideas between sections of the text.

St Mary's Catholic Primary School Progression of Reading

Skills	EYFS	Key Stage 1		Key Stage 2			
	30 – 50 months 40 – 60 months Early Learning Goals	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Questioning	With support, children can generate simple questions using who, when, what, how and why.	Children can generate literal recall questions. They are taught how to ask questions before, during and after reading.	Children generate literacy recall questions of their own, which go with the text they are reading before, during and after reading. Children can use their own question words and begin to be able to change their questions as they progress through the text	Children generate a variety of questions – recall and inferential to help them understand the text further.  Introduce the idea of 'story themes'  Love, friendship, revenge, learn a lesson, good vs evil etc.	Children generate a variety of questions – recall and inferential and questions about the deeper meaning of a text to help them understand the text further.  Develop the idea of story themes.  Courage, overcoming obstacles etc.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. Adults model the use of critical thinking skills that take the discussion deeper and beyond the text.	Children actively generate a variety of questions to focus the reading and adjust questions in light of evidence from the text. They ask their own critical thinking questions that take the discussion beyond the text.

