

St Peter's Church of England (VC) Primary School
Skills Progression: Reading



	Word Reading	Comprehension
Reception	<p>Continues a rhyming string. Hears and says the initial sound in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them. Links sounds to letters, naming and sounding the letters of the alphabet. Begins to read words and simple sentences. Uses phonic knowledge to decode regular words and reads them aloud accurately. Reads some common irregular words. Reads and understands simple sentences.</p>	<p>Demonstrates understanding when talking with others about what they have read.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by his/her experiences of books.</p> <p>Enjoys an increasing range of books.</p> <p>Knows that information can be retrieved from books and computers.</p>
Year 1	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read many common exception words from English appendix 1.</p> <p>Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.</p> <p>Read other words of more than one syllable that contain taught GPCs.</p> <p>Read words with contractions e.g. I'm, I'll, we'll, and understand that the apostrophe represents the omitted letter(s).</p> <p>Read aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.</p> <p>Read aloud accurately books that are consistent with developing phonic knowledge and that do not require use of other strategies to work out words.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that which can be read independently. • being encouraged to link what is read or heard read to own experiences. • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. • joining in with predictable phrases. • learning to appreciate rhymes and poems, and to recite some by heart. • Discussing word meanings, linking new meanings to those already known. <p>Understand books that can already be read accurately and fluently and those listened to by:</p> <ul style="list-style-type: none"> • drawing on what is already known or on information and vocabulary provided by the teacher. • checking that the text makes sense as he/she reads and corrects inaccurate reading. • discussing the significance of the title and events. • making inferences on the basis of what is being said and done. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about what is read to him/her, taking turns and listening to what others say.</p> <p>Explain clearly his/her understanding of what is read to him/her.</p>

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Year 2	<p>Continue to apply phonic knowledge and skills to decode words until automatic decoding has become embedded and reading is fluent.</p> <p>Read accurately by blending the sounds in words that contain the graphemes for all 40+ phonemes.</p> <p>Recognise alternative sounds for graphemes.</p> <p>Read words of two or more syllables that contain graphemes taught so far.</p> <p>Read words containing common suffixes.</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Read words in age-appropriate books accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p> <p>Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>Re-read books, sounding out unfamiliar words accurately, to build up fluency and confidence in word reading.</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> • listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which can be read independently. • discussing the sequence of events in books and how items of information are related. • becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. • recognising simple recurring literary language in stories and poetry. • discussing and clarifying the meanings of words, linking new meanings to known vocabulary. • discussing his/her favourite words and phrases. • continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. <p>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by:</p> <ul style="list-style-type: none"> • drawing on what he/she already knows or on background information and vocabulary provided by the teacher. • checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading. • answering questions and making inferences on the basis of what is being said and done. <p>Make inferences on the basis of what is said and done in a book that is read independently.</p> <p>Understand both the books that can already be read accurately and fluently and those that are listened to by:</p> <ul style="list-style-type: none"> • answering and asking questions and making links. • predicting what might happen on the basis of what has been read so far. <p>Participate in discussion about books, poems and other works that are read to him/her and those that he/she can read for himself/herself, taking turns and listening to what others say.</p> <p>Explain and discuss understanding of books, poems and other material, both those that are listened to and those that are read independently.</p>

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Year 3	<p>Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words, to include: dis-, mis-, in-, il-, im-, ir-, -ly; (English Appendix 1).</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays and non-fiction. • reading books that are structured in different ways. • increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • identifying themes in books. • reading aloud poems and perform play scripts. • discussing words that capture the reader's interest and imagination. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding of words. • asking questions to improve his/her understanding of a text. • by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • by predicting what might happen from details stated. • by identifying main ideas drawn from within one paragraph and summarise these. • identifying how language, structure, and presentation contribute to meaning to include paragraphs, headings, sub-headings, inverted commas to punctuate speech. <p>Retrieve and record information from non-fiction.</p> <p>Participate in reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>

	Word Reading	Comprehension
Year 4	<p>Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).</p> <p>Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • reading for a range of purposes. • using dictionaries to check the meaning of words that he/she has read. • reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • discussing words and phrases that capture the reader's interest and imagination. • by recognising some different forms of poetry e.g. free verse, narrative poetry. • by identifying themes and conventions in a wide range of books. <p>Understand what he/she reads independently by:</p> <ul style="list-style-type: none"> • checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context. • asking questions to improve his/her understanding of text with increasing complexity. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text. • predicting what might happen from details stated and implied. • identifying main ideas drawn from more than one paragraph and summarise these. • identifying how language, structure, and presentation contribute to meaning, to include: paragraphs, use of pronouns for cohesion, inverted commas for speech, apostrophes to mark possession, fronted adverbials. <p>Retrieve and record information from non-fiction over a wide range of subjects. Participate in clear reasoned discussion about books, poems and other material that are read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</p>

	Word Reading	Comprehension
Year 5	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 5 spelling.</p>	<p>Maintain positive attitudes to reading and understanding of what is read by:</p> <ul style="list-style-type: none"> • continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. • increasing familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions. • recommending books that he/she has read to peers, giving reasons for their choices. • identifying and discussing themes and conventions in writing. • making comparisons within a book. • preparing 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. <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> • checking that the book makes sense, discussing understanding and exploring the meaning of words in context. • asking questions to improve understanding of complex texts. • drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously.</p>

	Word Reading	Comprehension
Year 6	<p>Read aloud and understand the meaning of new words, linked to the expectations of year 6 spelling.</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by:</p> <ul style="list-style-type: none"> • reading books that are structured in different ways and reading for a range of purposes. • increasing his/her familiarity with a wide range of books, including from our literary heritage and books from other cultures and traditions. • identifying and discussing themes and conventions in and across a wide range of writing. • making comparisons within and across books. • learning a wider range of poetry by heart. <p>Read age-appropriate books, including whole novels, with confidence and fluency.</p> <p>Understand what he/she reads by:</p> <ul style="list-style-type: none"> • summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. • identifying how language, structure and presentation contribute to meaning. <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Participate in discussions about books that are read to him/her and those that can be read for himself/herself, building on his/her own and others' ideas and challenging views courteously and with clear reasoning.</p> <p>Explain and discuss his/her understanding of what he/she has read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary.</p> <p>Provide reasoned justifications for his/her views.</p>