



Holy Family School Progression in Reading

| Skills | Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-------------------------|---|--|---|---|--|--|---|--|
| Decoding / Word Reading | Develop their phonological awareness so that they can: - Spot and suggest rhymes - Count or clap syllables in a word - Recognise words with the same initial sound, such as money and mother. | *use phonic knowledge to decode regular words and read them aloud accurately *read and understand simple sentences *read some common irregular words | *apply phonic knowledge to decode words *respond with the correct sound for graphemes for all 40+phonemes – including alternative sounds *read accurately by blending taught GPS *read common exception words eg: the, said, once, she, friend, school *read common suffixes -s, -es, ing, -ed, -est *read multi-syllable words containing taught GPCs *read contractions such as I'm, can't, we'll. *Know that apostrophes represent omitted letters *read aloud phonically-decodable texts *read pseudo words with accuracy – including vowel digraphs and trigraphs | *apply phonic knowledge and skills consistently to decode quickly and accurately *read accurately by blending, including alternative sounds for graphemes *read multi-syllable words containing these graphemes *read common suffixes such as: ment, -less, -ness, -ful and -ly *read exception words, noting unusual correspondences (including words from the Y2 Spelling appendix such as because, beautiful, everybody, should, whole, parents, money) *read most words quickly and accurately without overt sounding and blending *read some phonically-decodable books with fluency, sound out unfamiliar words automatically *reread books to build up fluency and confidence | *read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books - reading at a speed sufficient for them to focus on understanding with some support *read most common exception words by sight – including all those in the Y2 spelling appendix – noting unusual correspondence between spelling and sound *know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words *determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg: disagree, misbehave, incorrect *prepare poems and play scripts to read aloud and perform – showing appropriate intonation and volume when reciting to reading aloud | *read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books – reading at a speed sufficient for them to focus on understanding *read most common exception words effortlessly – noting unusual correspondence between spelling and sound *know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors *determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg information, invasion, enclosure, mountainous *prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud | *fluently and automatically read a range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books *determine the meaning of new words by applying morphological knowledge of root words and affixes eg: suspect/suspicious, change/changeable, receive/reception *know securely the different pronunciations of words with the same letter-string eg: bought, rough, cough, though, plough *use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear | *fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books *determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence *use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text |
| Range of reading | Enjoy sharing books with an adult. · Pay attention and responds to the pictures or the words. · Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. | | *listen to and discuss a wide range of poems, stories and nonfiction at a level beyond that at which they can read independently *link what they read or hear read to their own experiences | *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 | *listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently | *listen to, discuss and express views about a wide range of fiction, poetry and plays – beginning to justify comments | *read a growing repertoire of texts – both fiction and nonfiction | *demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction |

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| Familiarity with texts | | | *become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognise and join in with predictable phrases | *become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales *recognise simple recurring literary language in stories and poetry | *identify themes and conventions in a range of books | *identify themes and conventions in a range of books including the conventions of myths and play scripts and begin to make comparisons | *be familiar with a range of text types including modern fiction and fiction from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference books *discuss and comment on themes and conventions in various genres | *demonstrate familiarity with different texts types *accurately identify and comment on the features, themes and conventions across a range of texts and understand their use |
| Poetry and Performance | Enjoys a range of rhymes and poems. | Enjoys a range of rhymes and poems. | *appreciate rhymes and poems, and recite some by heart | *build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear | *recognise some different forms of poetry such as shape poems, free verse or narrative and explain their differences | *recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous etc... | *read and recite age-appropriate and more challenging poetry that has been learned by heart | *demonstrate that they have learned a wide range of poetry by heart |
| Word Meanings | Engage in extended conversations about stories, learning new vocabulary | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | *discuss word meanings, link new meanings to those already known | *discuss and clarify the meanings of words, linking new meanings to known vocabulary *discuss favourite words and phrases | *explain the meaning of words in context; use dictionaries to check meanings *discuss words and phrases that capture the reader's interest and imagination | *explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently *discuss and explain words and phrases that capture the reader's interest and imagination | *discuss their understanding of the meaning of words in context – finding other words which are similar | *explore finer meanings of words *show, discuss and explore their understanding of the meaning of vocabulary in context |

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| Understanding | <ul style="list-style-type: none"> Enjoy listening to longer stories and can remember much of what happens. | *demonstrate their understanding when talking with others about what they have read. | *draw on what they already know or on background information and vocabulary provided by the teacher *check that the text makes sense to them as they read and correct inaccurate reading | *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 *check that the text makes sense to them as they read and correct inaccurate reading | *check the text makes sense, reading to the punctuation and usually re-reading or self-checking *explain and discuss their understanding of the text eg: explain events; describe a character's actions *identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared; text box provides a list of quick facts | *check that the text makes sense, reading to the punctuation and habitually re-reading *explain and discuss their understanding of the text eg: describe a sequence of events; the way a character changes through the story etc... *identify and summarise main ideas drawn from more than one paragraph eg: a persuasive message to recycle rubbish *identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs | *provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out; introductory paragraphs *make comparisons within and across texts eg: compare two ghost stories *distinguish fact from opinion with some accuracy and awareness of ambiguity *summarise main ideas from more than one paragraph – identifying key details which support the main idea | *identify language, structural and presentational features in texts and explain how they contribute to meaning *use contextual evidence to make sense of the text *make accurate and appropriate comparisons within and across different texts *distinguish between fact and opinion accurately and discuss ambiguity between the two *confidently summarise content drawn from more than one paragraph |
| Inference | Understand 'why' questions, like: "Why do you think the caterpillar got so fat?" | Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. Anticipate (where appropriate) key events in stories. | *discuss the significance of the title and events *make inferences on the basis of what is being said and done | *make inferences on the basis of what is being said and done *answer and ask questions | *draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions or words | *draw inferences and justify with evidence eg: characters' feelings, thoughts and motives from their actions /words – and draw comparisons with little prompting | drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence | *make developed inferences and explain and justify with textual evidence to support their reasoning |
| Prediction | <ul style="list-style-type: none"> Repeat words and phrases from familiar stories. | Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. | *predict what might happen on the basis of what has been read so far | *predict what might happen on the basis of what has been read so far | *predict what might happen from simple details both stated and implied | *make credible predictions about what might happen from details stated and implied | *make credible and insightful predictions | *make credible and insightful predictions which are securely rooted in the text |

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| | <ul style="list-style-type: none"> Ask questions about the book. | | | | | | | |
| Authorial intent | | | | | | | discuss and evaluate how authors use language, including figurative language, considering the impact on the reader | *identify the effect of language, including figurative; explain and evaluate its effect – including impact and suitability of choice |
| Non-fiction | Listen to and respond to non fiction texts. | Listen to and talk about non fiction texts | *listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher | *be introduced to non-fiction books that are structured in different ways | *listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their characteristics and recognise typical presentational features *retrieve and record information from non-fiction texts | *listen to and discuss a range of non-fiction and reference or text books that are structured in different ways recognising typical presentational features *know how information is signposted in reference book and use this to retrieve and record information from non-fiction / reference texts | *confidently retrieve, record and present information from nonfiction texts | *retrieve, record and present information from non-fiction texts – independently and creatively |
| Discussing reading | <ul style="list-style-type: none"> Have favourite books and seeks them out, to share with an adult, with another child, or to look at alone. | <ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when bring read to and during whole class discussions and small group interactions. <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment</p> | *participate in discussion about what is read to them, take turns and listen to what others say *explain clearly their understanding of what is read to them | *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 other say *explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves | *engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school *during discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say | *engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references *during discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say | *recommend books to others – giving detailed reasons *readily ask pertinent questions to enhance understanding *participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others’ views courteously *explain what they know or have read – including through formal presentations and debates, using notes where necessary | *state own preferences and recommend books to others – giving substantiated reasons *pose hypotheses and ask probing questions to enhance understanding *discuss books, expressing and justifying opinions, building ideas and challenging others’ views courteously *explain their understanding of what they have read – including through formal presentations and debates – maintaining a focus on the topic |