

St Joseph's Reading Skills Progression



| | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|------------------|---|---|--|--------|--|--------|
| Decoding | <p>apply phonic knowledge to decode words</p> <p>speedily read all 40+ letters/groups for 40+ phonemes</p> <p>read accurately by blending taught GPC</p> <p>read common exception words</p> <p>read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>read multisyllable words containing taught GPCs</p> <p>read contractions and understanding use of apostrophe</p> <p>read aloud phonically-decodable texts</p> | <p>secure phonic decoding until reading is fluent</p> <p>read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes</p> <p>read common suffixes</p> <p>read exception words, noting unusual correspondances</p> <p>read most words quickly & accurately without overt sounding and blending</p> | <p>apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</p> <p>read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</p> <p>to read all Y3/4 common exception words, discussing their meanings</p> | | <p>apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</p> <p>to read all Y5/6 common exception words, discussing their meanings</p> | |
| Range of reading | listening to and | listening to, discussing | listening to and discussing a wide range of | | continuing to read and discuss an increasingly | |

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| | <p>discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</p> <p>being encouraged to link what they read or hear read to their own experiences</p> | <p>and expressing 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</p> | <p>fiction, poetry, plays, non-fiction and reference books or textbook</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> | <p>wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>reading books that are structured in different ways and reading for a range of purposes</p> <p>making comparisons within and across books</p> |
| Familiarity with texts | <p>becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>recognising and joining in with predictable phrases</p> | <p>becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</p> <p>recognising simple recurring literary language in stories and poetry</p> | <p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</p> <p>identifying themes and conventions in a wide range of books</p> | <p>increasing their 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</p> <p>identifying and discussing themes and conventions in and across a wide range of writing</p> |
| Poetry and performance | <p>learning to appreciate rhymes and poems, and to recite some by heart</p> | <p>continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning</p> | <p>preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</p> <p>recognising some different forms of poetry</p> | <p>learning a wider range of poetry by heart 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; distinguish between statements of fact and opinion, identifying bias</p> |

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| | | clear | | | | |
| Word Meaning | discussing word meanings, linking new meanings to those already known | discussing and clarifying the meanings of words, linking new meanings to known vocabulary discussing their favourite words and phrases | using dictionaries to check the meaning of words that they have read | | | |
| Understanding | drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading | discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher checking that the text makes sense to them as they read and correcting inaccurate reading | checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context asking questions to improve their understanding of a text identifying main ideas drawn from more than one paragraph and summarising these | | | |
| Inference | discussing the significance of the title and events on reader expectations | To draw inferences such as inferring | To draw inference from characters | To draw inferences from characters' | To uncover how characters change and | |

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| | <p>making inferences on the basis of what has been read so far</p> <p>making inferences on the basis of what is being said and done</p> | <p>characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> | <p>feelings and thoughts and motives that justify their actions, supporting their views with evidence from the text</p> | <p>feelings and thoughts and motives with supporting evidence</p> | <p>develop through texts by drawing inferences based on indirect clues</p> |
| Prediction | <p>predicting what might happen on the basis of what has been read so far</p> | <p>Justifying predictions using evidence from the text</p> | <p>Justifying predictions from details stated and implied</p> | <p>Justifying predictions from details stated and implied, justifying them in detail with evidence from the text</p> | |
| Authorial Content | | <p>discussing words and phrases that capture the reader's interest and imagination</p> <p>identifying how language, structure, and presentation contribute to meaning</p> | <p>identifying how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> | | |
| Non-fiction | <p>See information in non-fiction books and on computers</p> | <p>Encounter non-fiction books that are structured in different ways</p> | <p>To use all organisational devices available within a non-fiction text to retrieve and record information from non-fiction</p> | <p>distinguish between statements of fact and opinion, identifying bias *retrieve, record and present information from nonfiction</p> | |
| Discussing Reading | <p>participate in discussion about what is read to them, taking turns and listening to what others say *explain clearly their understanding of what</p> | <p>participate in discussion about books, poems & other works that are read to them & those that they can read for themselves, taking turns and</p> | <p>participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say</p> | <p>recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own and others' ideas and challenging views courteously</p> <p>explain and discuss their understanding of what</p> | |

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| | is read to them | listening to what others say explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves | | they have read, including through formal presentations and debates, *provide reasoned justifications for their views |
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