



## Small School. Big Hearts. Big Ambitions

### Progression of skills and knowledge in reading.

*I pray that your love for each other will overflow more and more, and that you will keep on growing in knowledge and understanding.*

*Philippians 1:9*

WORD READING						
Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Read individual letters by saying the sounds for them.</p> <p>Blend sounds into words, so that they can read short words made up of letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them.</p> <p><b>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</b></p> <p><b>Read a few common exception words matched to the school's phonic programme.</b> Re-read books to build up their confidence in word</p>	<p>Apply phonic knowledge and skills as the route to decode words.</p> <p>Say sounds for 40+ graphemes, including one grapheme for each of the 40+ phonemes.</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 aloud many words containing taught GPCs quickly and accurately without overt sounding and blending.</p> <p>Read other words of more than one syllable that</p>	<p>Continue to apply phonic knowledge and skills as the route 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 accurately 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 his/her improving phonic</p>	<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, including dis-, mis-, in-, il-, im-, ir-, -ly, English Appendix 1. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word with reference to spelling English Appendix 1.</p>	<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, with reference to spelling English Appendix 1.</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of Year 5 spelling.</p>	<p>Read aloud and understand the meaning of new words that he/she meets linked to the expectations of year 6 spelling.</p>

<p>reading, their fluency and their understanding and enjoyment.</p> <p>Reading ELG</p> <p>Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>Read words consistent with their phonic knowledge by sound-blending.</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>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, such as guessing words from pictures or the context of the sentence, to work out words.</p> <p>Re-read phonically decodable books to build up fluency and confidence in word reading.</p>	<p>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>				
---	--	---	--	--	--	--

--	--	--	--	--	--	--

**COMPRENSION**

<p>Listen to and talk about stories to build familiarity and understaing</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>Compare and contrast characters from stories, including figures from thepast. Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary</p> <p>Engage in story times.</p> <p>Retell the story, once they have developed a deep familiarity with the text, some as</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of poems, st and non-fiction at a level beyond that at which he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and stories understanding by being encouraged to talk about events in what is read or heard read and link them to his/her own experiences.</p> <p>Retell some of a familiar story/rhyme, when being read to by an adult (one-to-one or in a small group).</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by joining in with predictable phrases. Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. Develop pleasure in reading, motivation</p>	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by 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 he/she can read independently.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing the sequence of events in books and how items of information are related.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by recognising simple recurring literary language in stories and poetry.</p> <p>Develop pleasure in reading, motivation to read, vocabulary</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide plays and non-fiction.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading books that are structured in different ways.</p> <p>range of fiction, poetry, Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading aloud poems and performing play scripts.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words hthat capture the</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, plays, non-fiction and poetry reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by reading a wide range of books, including fairy stories, myths and legends, and retell some of these orally.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by discussing words and phrases that capture the reader’s interest and imagination. Maintain positive attitudes to reading and understanding of what he/she</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by 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>Maintain positive attitudes to reading and understanding of what he/she reads by recommending books that he/she has read to his/her peers, giving reasons for his/her choices.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in writing.</p> <p>Maintain positive attitudes to reading and understanding of</p>	<p>Maintain positive attitudes to reading and understanding of what he/she reads by read books that are structured in different ways and reading for a range of purposes.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by increasing his/her familiarity with a wide range of books, including books from our literary heritage and books from other cultures and traditions.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by identifying and discussing themes and conventions in and across a wide range of writing. Maintain positive attitudes to reading and understanding of what he/she reads by making comparisons within and across books.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by learning a wider range of poetry by heart.</p> <p>Read age-appropriate books, including whole novels, with confidence and fluency.</p>
---	--	--	---	---	---	--

<p>exact repetition and some in their own words.</p> <p>Learn rhymes, poems and songs.</p> <p>Engage in non-fiction books.</p> <p>Reading ELG</p> <p>Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions.</p> <p>Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> <p>Use and understand recently introduced vocabulary during discussions about</p>	<p><b>to read, vocabulary and understanding by learning to appreciate rhymes and poems, and to recite some by heart.</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing word meanings, linking new meanings to those already known.</b></p> <p><b>Understand both the books he/she can already read accurately and fluently and those he/she listens to by drawing on what is already known or on background information and vocabulary provided by the teacher.</b></p> <p><b>Understand both the books he/she can already read accurately and fluently and those he/she listens to by checking that the text makes sense as he/she reads and correcting inaccurate reading. Understand both the books he/she can already read accurately and fluently and those he/she listens to by discussing the significance of the title and events.</b></p> <p><b>Understand both the books he/she can already read accurately and fluently and those he/she listens to by making inferences on the basis of what is being said and done.</b></p> <p><b>Understand both the books he/she can already read accurately and fluently and those he/she listens to by predicting what might happen on the basis of what has been read so far.</b></p> <p><b>Participate in discussion about what is read to him/her, taking</b></p>	<p><b>and understanding by discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by discussing his/her favourite words and phrases</b></p> <p><b>Develop pleasure in reading, motivation to read, vocabulary and understanding by continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</b></p> <p><b>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by drawing on what he/she already knows or on background information and vocabulary provided by the teacher.</b></p> <p><b>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by checking that the text makes sense to him/her as he/she reads and corrects inaccurate reading.</b></p> <p><b>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering questions and making inferences on the basis of what is being said and done.</b></p> <p><b>Make inferences on the basis of what is said and done in a book he/she is reading independently. I can say how the</b></p> <p><b>Understand both the books that he/she can already read accurately and fluently and those that he/she listens to by answering and asking questions and making links.</b></p> <p><b>Understand both the books that</b></p>	<p><b>reader's interest and imagination.</b></p> <p><b>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding of words.</b></p> <p><b>Understand what he/she reads independently by asking questions to improve his/her understanding of a text.</b></p> <p><b>Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</b></p> <p><b>Understand what he/she reads independently by predicting what might happen from details stated.</b></p> <p><b>Understand what he/she reads independently by identifying main ideas drawn from within one paragraph and summarise these.</b></p> <p><b>Understand what he/she reads independently by identifying how language, structure, and presentation contribute to meaning, including, paragraphs, headings, sub-headings, and inverted commas to punctuate speech.</b></p> <p><b>Retrieve and record information from non-fiction.</b></p> <p><b>Participate in reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself, taking turns and listening to what others say.</b></p>	<p><b>reads by recognising some different forms of poetry e.g. free verse, narrative poetry.</b></p> <p><b>Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes and conventions in a wide range of books.</b></p> <p><b>Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding, and explaining the meaning of words in context.</b></p> <p><b>Understand what he/she reads independently by asking questions to improve his/her understanding of texts of increasing complexity.</b></p> <p><b>Understand what he/she reads independently by drawing inferences, such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.</b></p> <p><b>Understand what he/she reads independently by predicting what might happen from details stated and implied.</b></p> <p><b>Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.</b></p> <p><b>Understand what he/she reads independently by 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. Retrieve and record information from non-fiction over a wide range of subjects.</b></p> <p><b>Participate in clear reasoned discussion about books, poems and other material that is read to him/her and those he/she can read for himself/herself,</b></p>	<p>what he/she reads by making comparisons within a book.</p> <p>Maintain positive attitudes to reading and understanding of what he/she reads by 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> <p><b>Understand what he/she reads by checking that the book makes sense to him/her, discussing his/her understanding and exploring the meaning of words in context.</b></p> <p>Understand what he/she reads by asking questions to improve his/her understanding of complex texts.</p> <p>Understand what he/she reads by drawing inferences, such as inferring characters' feelings, thoughts and motives from their a justifying inferences with evidence.</p> <p>Understand what he/she reads in increasingly complex texts by predicting what might happen from details stated and implied. 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><b>Retrieve, record and present information from non-fiction.</b></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>Understand what he/she reads by summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas and using quotations for illustration. Understand what he/she reads by 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> <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>
--	---	--	---	--	--	---

<p>stories, non-fiction, rhymes and poems and during role play. Anticipate (where appropriate) key events in stories.</p>	<p><b>turns and listening to what others say.</b> <b>Explain clearly his/her understanding of what is read to him/her.</b> <b>Answer questions in discussion with the teacher and make simple inferences.</b></p>	<p><b>he/she can already read accurately and fluently and those that he/she listens to by predicting what might happen on the basis of what has been read so far.</b> <b>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.</b> <b>Explain and discuss his/her understanding of books, poems and other material, both those that he/she listens to and those that he/she reads for himself/herself.</b> <b>Explain what has happened so far in what he/she has read.</b></p>		<p><b>taking turns and listening to what others say.</b></p>		
---	---	--	--	--	--	--

