



READING SKILLS PROGRESSION

DECODING

EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)</p> <p>Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)</p> <p>Read some taught common exception/ high frequency and familiar words. (LIT)</p> <p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p>	<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 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</p> <p>-read multisyllable words containing these graphemes</p> <p>-read common suffixes</p> <p>-read exception words, noting unusual correspondences</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>-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>-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>-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>

RANGE OF READING

EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Read sentences made up of words with taught sounds and common exception words. (LIT)</p> <p>Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key</p>	<p>-listening to and 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</p>	<p>-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 they can read independently</p>	<p>-listening to and discussing a 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>-listening to and discussing a 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>-continuing to read and discuss an increasingly 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>-continuing to read and discuss an increasingly 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</p>



events and innovating. (C&L) To use non-fiction books to develop new knowledge and vocabulary	experiences				-making comparisons within and across books	range of purposes -making comparisons within and across books
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FAMILIARITY WITH TEXTS

EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)</p> <p>To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT)</p> <p>To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)</p>	<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 wide 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 -identifying themes and conventions in a wide range of books</p>	<p>increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - 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>	<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

EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups /</p>	<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</p>	<p>-preparing poems and play scripts to read aloud and to perform, showing understanding through</p>	<p>-preparing poems and play scripts to read aloud and to perform, showing understanding through</p>	<p>-learning a wider range of poetry by heart preparing poems and plays to read aloud and to</p>	<p>-learning a wider range of poetry by heart preparing poems and plays to read aloud and</p>



independently for others. (C&L)		reciting some, with appropriate intonation to make the meaning clear	intonation, tone, volume and action -recognising some different forms of poetry	intonation, tone, volume and action -recognising some different forms of poetry	perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
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WORD MEANINGS

EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Talk about elements of a topic using newly introduced vocabulary (C&L)	-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	-using dictionaries to check the meaning of words that they have read		

UNDERSTANDING

EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
Understand how to listen carefully. (C&L) Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT) Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)	-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	-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	- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas	- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context -asking questions to improve their understanding -summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas



INFERENCE						
EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)	-discussing the significance of the title and events -making inferences on the basis of what is being said and done	-making inferences on the basis of what is being said and done -answering and asking questions	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	-drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
PREDICTION						
EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
To talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.	-predicting what might happen on the basis of what has been read so far	-predicting what might happen on the basis of what has been read so far	-predicting what might happen from details stated and implied	-predicting what might happen from details stated and implied	-predicting what might happen from details stated and implied	-predicting what might happen from details stated and implied
AUTHORIAL INTENT						
EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
			-discussing words and phrases that capture the reader's interest and imagination -identifying how language, structure, and presentation contribute to meaning	-discussing words and phrases that capture the reader's interest and imagination -identifying how language, structure, and presentation contribute to meaning	-identifying how language, structure and presentation contribute to meaning -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader	-identifying how language, structure and presentation contribute to meaning -discuss and evaluate how authors use language, including figurative language, considering the impact on the reader



NON-FICTION						
EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</p> <p>Know and explain some differences between fiction and non-fiction books</p>	<p>-listen to and discuss a wide range of non-fiction at a level beyond that at which they can read independently</p>	<p>-being introduced to non-fiction books that are structured in different ways</p>	<p>-retrieve and record information from non-fiction</p>	<p>-retrieve and record information from non-fiction</p>	<p>-distinguish between statements of fact and opinion</p> <p>-retrieve, record and present information from non-fiction</p>	<p>-distinguish between statements of fact and opinion</p> <p>-retrieve, record and present information from non-fiction</p>
DISCUSSING READING						
EARLY YEARS FS2	YEAR 1	YEAR 2	YEAR 3	YEAR 4	YEAR 5	YEAR 6
<p>Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</p> <p>Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</p> <p>Talk about and respond with</p>	<p>-participate in discussion about what is read to them, taking turns and listening to what others say</p> <p>-explain clearly their understanding of what is read to them</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 listening to what others say</p> <p>-explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</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>-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</p> <p>-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 they have read, including through formal presentations and debates,</p> <p>-provide reasoned justifications for their views</p>	<p>-recommending books that they have read to their peers, giving reasons for their choices</p> <p>-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 they have read, including through formal presentations and debates,</p>



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questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions						-provide reasoned justifications for their views
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