**Mount Carmel RC Primary School**

**Progression in Reading**

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **EYFS** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Word Reading** | -Say a sound for each letter in the alphabet and at least 10 digraphs -Read words consistent with their phonic knowledge by sound blending-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words | -Read aloud accurately books that are consistent with their developing phonic knowledge -Apply phonic knowledge and skills as the route to decode words. -Respond speedily with the correct sound to grapheme for the 44 phonemes. -Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow. -Read accurately by blending sounds in unfamiliar words. -Read common exception words, noting tricky parts (see below). -Read words containing–s,-es, -ing, -ed, -er, -est endings. -Split two and three syllable words into the separate syllables to support blending for reading. -Read words with contractions e.g. I’m, I’ll, we’ll and understand that the apostrophe represents the omitted letter. -Develop fluency, accuracy and confidence by re-reading books. -Read more challenging texts using phonics and common exception word recognition. | -Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. -Re-read books to build up fluency and confidence in word reading. -Read frequently encountered words quickly and accurately without overt sounding and blending. -Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. -Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. -Read longer and less familiar texts independently. -Apply phonic knowledge and skills to read words until automatic decoding has become embedded and reading is fluent.  -Work out unfamiliar words by focusing on all letters in the word, e.g. not reading place for palace.-Read words containing common suffixes e.g.–ness, - ment, -ful, -less -ly, -ing, -ed, -er, -est, -y. -Read further common exception words, noting tricky parts (see below). | As above and: -Read books at an age appropriate interest level-Use knowledge of root words to understand meanings of words. -Use prefixes to understand meanings e.g. un-, dis-, mis-, re-, pre-, im-, in-. -Use suffixes to understand meaningse.g.-ly,-ous. -Read and understand words from the Year 3 list(selected from the statutory Year 3/4 word list)-see below. | -Read books at an age appropriate interest level. -Use knowledge of root words to understand meanings of words. -Use prefixes to understand meanings e.g. in-,ir–,sub–, inter–super–, anti–, auto–. -Use suffixes to understand meanings e.g. –ation,-tion, – ssion, –cian,-sion. -Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list-see below. | -Read books at an age appropriate interest level. -Use knowledge of root words to understand meanings of words. -Use suffixes to understand meanings e.g.-ant, -ance,- ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably. -Read and understand words from the Year 5 list (selected from the statutory Year 5/6 word list)-see below | -Read books at an age appropriate interest level.-Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. -Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+able, dis+respect+ful, re+engage+ment. -Use suffixes to understand meanings e.g. –cious, -tious, - tial, -cial.-Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) -see below.  -Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin. |
| **Comprehension** | -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-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play | **Developing pleasure in reading and motivation to read** -Listen to and discuss a range of texts at a level beyond that at which they can read independently, including stories, non-fiction and poems.-Relate texts to own experiences. -Recognise and join in with language patterns and repetition.-Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. -Orally retell familiar stories in a range of contexts e.g. small world, role play, storytelling.-Enjoy and recite rhymes and poems by heart. -Make personal reading choices and explain reasons for choices.**Understanding books which they can read themselves and those which are read to them** -Introduce and discuss key vocabulary, linking meanings of new words to those already known.-Activate prior knowledge e.g. what do you know about mini-beasts? -Check that texts make sense while reading and self-correct. -Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. -Give opinions and support with reasons e.g. I like the Little Red Hen because she… -Explain clearly their understanding of what is read to them. -Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how. -Identify and discuss the main events in stories.-Identify and discuss the main characters in stories.-Recall specific information in fiction and non-fiction texts. -Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram.-Discuss the title and how it relates to the events in the whole story e.g. Peace at Last by Jill Murphy. -Make basic inferences about what is being said and done. -Make predictions based on what has been read so far.**Participating in discussion** -Listen to what others say-Take turns | **Developing pleasure in reading and motivation to read** -Listen, discuss and express views about a range of texts at a level beyond that at which they can read independently, including stories, non-fiction, and contemporary and classic poetry. -Orally retell a wider range of stories, fairy tales and traditional tales.Sequence and discuss the main events in stories and recounts. -Read a range of non-fiction texts which are structured in different ways, including information, explanations, instructions, recounts, reports. -Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away…). -Learn and recite a range of poems using appropriate intonation. -Make personal reading choices and explain reasons for choices.**Understanding books which they can read themselves and those which are read to them** -Identify, discuss and collect favourite words and phrases. -Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. -Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised. -Uses tone and intonation when reading aloud. -Activate prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? -Check that texts make sense while reading and self-correct. -Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. -Explain and discuss their understanding, giving opinions and supporting with reasons e.g. Hansel was clever when he put stones in his pocket because…-Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. -Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling? -Make predictions based on what has been read so far. -Identify how specific information is organised within a non-fiction text e.g. sub-headings, contents, bullet points, glossary, diagrams. -Locate information from non- fiction texts using the contents page, index, labelled diagrams and charts.**Participating in discussion** -Participate in discussion about what is read to them, taking turns and listening to what others say. -Make contributions in whole class and group discussion.-Consider other points of view-Listen and respond to contributions from others. | **Developing pleasure in reading and motivation to read** -Listen to and discuss a range of fiction, poetry, plays and nonfiction, e.g. fables, fairy tales, classic poetry, shape poetry, non-chronological reports, explanations.-Regularly listen to whole novels read aloud by the teacher.-Read a range of non-fiction texts, e.g. information, discussion, explanation, biography and persuasion.-Read books and texts for a range of purposes e.g. enjoyment, research, skills development, reference. -Recognise some different forms of poetry e.g. narrative, calligrams, shape poems. -Sequence and discuss the main events in stories. -Orally retell a range of stories, including less familiar fairy stories, fables and folktales e.g. Grimm’s Fairy Tales. -Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. -Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times.-Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. **Understanding the text** -Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination. -Explain the meaning of unfamiliar words by using the context. -Use dictionaries to check meanings of words they have read. -Use intonation, tone and volume when reading aloud. -Take note of punctuation when reading aloud. -Discuss their understanding of the text. -Raise questions during the reading process to deepen understanding e.g. I wonder why the character. -Draw inferences around character’s thoughts, feelings and actions, and justify with evidence from the text. -Make predictions based on details stated. -Justify responses to the text using the PE prompt (Point + Evidence).-Discuss the purpose of paragraphs. -Identify a key idea in a paragraph. -Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.**Participating in discussion** -Participate in discussion about what is read to them and books they have read independently-Develop and agree on rules for effective discussion.-Take turns and listen to what others say-Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles**Retrieving and recording information from non-fiction** -Prepare for research by identifying what is already known about the subject and key questions to structure the task.-Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. -Quickly appraise a text to evaluate usefulness.-Navigate texts in print and on screen. -Record information from a range of non-fiction texts. | **Developing pleasure in reading and motivation to read** -Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. -Regularly listen to whole novels read aloud by the teacher.-Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.-Learn a range of poems by heart and rehearse for performance. -Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action. -Orally retell a range of stories, including less familiar fairy stories, myths and legends.**Understanding the text** -Identify, discuss and collect effective words and phrases which capture the reader’s interest and imagination e.g. metaphors, similes. -Explain the meaning of key vocabulary within the context of the text. -Use dictionaries to check meanings of words in the texts that they read.-Use punctuation to determine intonation and expression when reading aloud to a range of audiences. -Make predictions based on information stated and implied. -Demonstrate active reading strategies e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images. -Justify responses to the text using the PE prompt (Point + Evidence).-Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. -Draw inferences around characters’ thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.-Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because…1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text. -Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning. -Recognise and analyse different forms of poetry e.g. haiku, limericks, kennings.**Participating in discussion** -Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say-Develop, agree on and evaluate rules for effective discussion-Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles.**Retrieving and recording information from non-fiction** -Prepare for research by identifying what is already known about the subject and key questions to structure the task.-Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information in print and on screen. -Record information from a range of non-fiction texts  -Scan for dates, numbers and names. -Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams.-Explain how paragraphs are used to order or build up ideas, and how they are linked. | **Maintaining positive attitudes to reading** -Listen to and discuss a range of fiction, poetry and non- fiction which they might not choose to read themselves.-Regularly listen to whole novels read aloud by the teacher from an increasing range of authors. -Recommend books to their peers with reasons for choices.-Read books and texts that are structured in different ways for a range of purposes. -Express preferences about a wider range of books including modern fiction, traditional stories, myths and legends.-Learn a wider range of poems by heart. -Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action so the meaning is clear to an audience.**Understanding texts they read independently and those which are read to them** Explain the meaning of words within the context of the text. -Use punctuation to determine intonation and expression when reading aloud to a range of audiences.-Check that the book makes sense to them and demonstrate understanding e.g. through discussion, use of reading journals. -Demonstrate active reading strategies e.g. generating questions to refine thinking, noting thoughts in a reading journal. -Infer characters’ feelings, thoughts and motives from their actions and justify inferences with evidence.-Predict what might happen from information stated and implied. -Through close reading of the text, re-read and read ahead to locate clues to support understanding.-Explore themes within and across texts e.g. loss, heroism, friendship-Make comparisons within a text e.g. characters’ viewpoints of same events. -Distinguish between statements of fact and opinion within a text.-Scan for key words and text mark to locate key information.-Summarise main ideas drawn from more than one paragraph and identify key details which support this.-Justify opinions and elaborate by referring to the text, e.g. using the PEE prompt-Point + Evidence + Explanation. -Analyse the conventions of different types of writing e.g. use of first person in autobiographies and diaries.-Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech.**Participating in discussion and debate** -Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views courteously. -Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. -Use notes to support presentation of information. -Respond to questions generated by a presentation-Participate in debates on an issue related to reading (fiction or non-fiction).**Evaluating the impact of the author’s use of language.**-Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors’ choice of language. | **Maintaining positive attitudes to reading** -Listen to, read and discuss an increasingly wide range of fiction, poetry, plays and non- fiction. -Regularly listen to novels read aloud by the teacher from an increasing range of authors, which they may not choose themselves. -Independently read longer texts with sustained stamina and interest.-Recommend books to their peers with detailed reasons for their opinions. -Express preferences about a wider range of books including modern fiction, traditional stories, fiction from our literary heritage and books from other cultures. -Learn a wider range of poems by heart. -Prepare poems and play scripts to read aloud and perform using dramatic effects.**Understanding texts they read independently and those which are read to them** -Explain the meaning of new vocabulary within the context of the text.-Demonstrate active reading strategies e.g. challenging peers with questions, justifying opinions, responding to different viewpoints within a group. -Use a reading journal to record on-going reflections and responses to personal reading. -Explore texts in groups and deepen comprehension through discussion. -Provide reasoned justifications for their views. -Justify opinions and elaborate by referring to the text e.g. using the PEE prompt – Point + Evidence + Explanation.-Infer characters’ feelings, thoughts and motives from their actions, justifying inferences with evidence e.g. Point + Evidence + Explanation-Predict what might happen from information stated and implied. -Through close reading, re- read and read ahead to locate clues to support understanding and justify with evidence from the text-Make comparisons within and across texts e.g. similar events in different books such as being an evacuee in Carrie’s War and Goodnight Mr Tom. -Compare characters within and across texts. -Compare texts written in different periods. -Recognise themes within and across texts e.g. hope, peace, fortune, survival.-Distinguish between statements of fact and opinion across a range of texts e.g. first-hand account of an event compared with a reported example such as Samuel Pepys’ diary and a history textbook. -Skim for gist-Scan for key information e.g. identify words and phrases which tell you the character is frustrated or find words/phrases which suggest that a theme park is exciting.-Use a combination of skimming, scanning and close reading across a text to locate specific detail.-Retrieve, record, make notes and present information from non-fiction, including texts used in other subjects.-Analyse the conventions of different types of writing e.g. use of dialogue to indicate geographical and/or historical settings for a story. -Identify how language, structure and presentation contribute to meaning e.g. persuasive leaflet, balanced argument.**Participating in discussion and debate** -Participate in discussions about books, building on their own and others’ ideas and challenging views courteously-Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. Use notes to support presentation of information.-Respond to questions generated by a presentation. Participate in debates on issues related to reading(fiction/non- fiction).**Evaluating the impact of the author’s use of language** -Explore, recognise and use the terms personification, analogy, style and effect. -Explain the effect on the reader of the author’s choice of language and reasons why the author may have selected these words, phrases and techniques |