**Mount Carmel RC Primary School**

**Progression in Reading**

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|  | **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 |