

St Augustine’s Catholic Primary School

Reading Progression

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| Reading | Word Reading | Themes and Conventions | Making Inferences | Comprehension | Language for Effect |
| Year 1 | Apply phonic knowledge and skills as the route to decode words.  Respond speedily with the correct sound to graphemes for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.  Read accurately by blending sounds in unfamiliar words containing GPC’s which have been taught.  Read common exception words.  Read words containing taught –s, -es, -ing, -ed,-er and –est endings.  Read other words of more than one syllable that contain taught GPC’s.  Read words with contractions (I’m, I’ll, We’ll) and understand the apostrophe represents an omitted letter(s).  Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words.  Re-read books to build up their fluency and confidence in word reading. | Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond which they can read independently.  Being encouraged to link what they read or hear with their own experiences.  Become familiar with key stories (retelling them and considering their particular characteristics).  Learning to appreciate rhymes and poems and to recite some by heart.  Participate in discussion about what is read to them, taking turns and listening to what others say. | Drawing on what they already know or on background information and vocabulary provided by the teacher.  Making inferences on the basis of what is being said and done. | Discussing word meanings, linking new meaning to those already known.  Checking that the text makes sense to them as they read and correct inaccurate reading.  Discussing the significance of the title and events.  Predicting what might happen next on the basis of what has been read so far.  Explain clearly their understanding of what is being read to them. | Recognising and joining in with predictable phrases. |
| Year 2 | Continue to apply phonic knowledge as a route to decode words until automatic decoding has become embedded.  Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognizing alternative sounds for graphemes.  Read accurately words of two or more syllables and those which contain common suffixes.  Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.  Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately and automatically without undue hesitation.  Re-read books to build up their fluency and confidence in word reading. | Listen to and discuss a wide range of contemporary and classic poetry, stories and non-fiction at a level that at which they can read independently.  Becoming increasingly familiar with and retelling a wider range of stories and tradition tales.  Being introduced to non-fiction books which are structured in different ways.  Continue to build up a repertoire of poems learned by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.  Explain and discuss their understanding of books, poems and other material, both those that they can listen to and those they read for themselves. | Making inferences on the basis of what is being said and done.  Answering and asking questions and predicting what might happen next on the basis of what has been read so far. | Discussing the sequence of events in books and how items of information are related.  Drawing on what they already know or on information and vocabulary provided by the teacher.  Checking that the text makes sense to them as they read and correct inaccurate reading. | Recognising simple recurring literary language in stories and poetry.  Discussed their favourite words and phrases. |
| Year 3 | Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or text books.  Reading books which are structured in different ways and reading for a range of purposes.  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.  Preparing poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action.  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. | Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence.  Predicting what might happen from details stated and implied. | 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.  Retrieve and record information from non-fiction. | Use dictionaries to check the meaning of words that they have read.  Discussing words and phrases that capture the reader’s interest and imagination. |
| Year 4 | Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English appendix 1, both to read aloud and to understand the meaning of new words they meet.  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | Identifying themes and conventions in a wide range of books.  Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  Reading books that are structured in different ways and reading for a range of purposes.  Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.  Preparing poems and play scripts to read aloud and to perform, showing and understanding through intonation, tone, volume and action.  Recognising some different forms of poetry (for example, free verse and narrative).  Identifying how language, structure, and presentation contribute to meaning.  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. | Drawing inferences such as characters’ feelings, thoughts, motives and actions, justifying inferences with evidence.  Predicting what might happen from detail stated and implied.  Identifying main ideas drawn from more than one paragraph and summarising these. | Checking that the text makes sense to them, discussing their understanding and explain the meaning of words in context.  Asking questions to improve their understanding of a text.  Retrieve and record information from non-fiction. | Use dictionaries to check the meaning of words that they have read.  Discussing words and phrases that capture the reader’s interest and imagination. |
| Year 5 | Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in the English Appendix 1. Both to read aloud and to understand the meaning of new words that they meet.  Intonation to make the meaning clear. | Continuing to read and discuss and increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.  Read books which are structured in different ways and reading for a range of purposes.  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.  Recommending books that they have read to their peers, giving reasons for their choices.  Identifying and discussing themes and conventions in and across a wide range of writing.  Learning a wider range of poetry by heart.  Preparing poems and plays to read aloud and perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience.  Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others’ ideas and challenging views courteously. | Drawing inferences such as characters’ feelings, thoughts, motives and actions, justifying inferences with evidence.  Predicting what might happen from detail stated and implied.  Identifying main ideas drawn from more than one paragraph and summarising these.  Provide reasoned justifications for their views. | Making comparisons within and across books.  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.  Retrieve, record and present information from non-fiction.  Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary. | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Distinguish between statements of fact and opinion.  Identifying how language, structure and presentation contribute to meaning. |
| Year 6 | Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology) as listed in the English Appendix 1. Both to read aloud and to understand the meaning of new words that they meet.  Intonation to make the meaning clear. | Continuing to read and discuss and increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books.  Read books which are structured in different ways and reading for a range of purposes.  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.  Recommending books that they have read to their peers, giving reasons for their choices.  Identifying and discussing themes and conventions in and across a wide range of writing.  Learning a wider range of poetry by heart.  Preparing poems and plays to read aloud and perform showing understanding through intonation, tone and volume so that the meaning is clear to an audience.  Participate in discussions about books that are read to them and those that they can read for themselves, building on their own and others’ ideas and challenging views courteously. | Drawing inferences such as characters’ feelings, thoughts, motives and actions, justifying inferences with evidence.  Predicting what might happen from detail stated and implied.  Identifying main ideas drawn from more than one paragraph and summarising these.  Provide reasoned justifications for their views. | Making comparisons within and across books.  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.  Retrieve, record and present information from non-fiction.  Explain and discuss their understanding of what they have read, including through formal presentation and debates, maintaining a focus on the topic and using notes where necessary | Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.  Distinguish between statements of fact and opinion.  Identifying how language, structure and presentation contribute to meaning. |