



Whole School Reading Progression

Our motto is: 'Let your light shine as you grow', (taken from Matthew 5: 15-16)

Our vision is: 'We aspire for our pupils to be the best they can be, in an inclusive Christian learning environment'

Phonics and decoding						
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of alliteration.</p> <p>To recognise rhythm in spoken words</p> <p>To hear and say the initial sound in words</p> <p>To segment the sounds in simple words and blend them together and know which letter represents them</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To use phonics knowledge to decode regular words and read them aloud accurately.</p>	<p>To apply phonic knowledge and skills as the route to decode words.</p> <p>To blend sounds in unfamiliar words using the GPCs that they have been taught.</p> <p>To respond speedily, giving the correct sound to graphemes for all the 40+ phonemes.</p> <p>To read words containing taught GPCs.</p> <p>To read words containing -s, -es, -ing, ed- and -est endings.</p> <p>To read words with contractions, e.g I'm, I'll and we'll</p>	<p>To 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>To read accurately by blending the sounds in words that contain graphemes taught so far, especially recognizing alternative sounds for graphemes.</p> <p>To accurately read most words of two or more syllables.</p> <p>To read most words containing common suffixes.</p>	<p>To use their phonic knowledges to decode quickly and accurately (The children may still need support to read longer unknown words).</p> <p>To apply their growing knowledge of root words and prefixes including in-, im-, il-, ir-, dis, mis, un-, re-, sub-, inter-, super, anti and auto to begin to read aloud</p> <p>To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and cian to begin to read aloud.</p>	<p>To read most words fluently and attempt to decode any familiar words with increasing speed and skill.</p> <p>To apply their knowledge of root words, prefixes and suffixes/words endings to read aloud fluently.</p>	<p>To read most words fluently and attempt to decode words with increasing speed and skill, recognising their meaning through contextual cues.</p> <p>To apply their growing knowledge of root words, prexes and suffixes/ word endings including -sion, -tion, -cial, -tial, - ant/ance -ancy, -ant/- ence/ency, -able-ably and -ible/ibly, to read aloud fluently.</p>	<p>To read fluently with full knowledge of all Y5/Y6 exception words, root words, prefixes, suffixes/word endings and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</p>
Common Exception Words						
<p>To read some common irregular words.</p>	<p>To read Y1 common exception words, noting unusual correspondences between spelling and sound where these occur in words.</p>	<p>To read most Y1 and Y2 common exception words, noting unusual correspondences between spellings, sounds & where these occur in the word</p>	<p>To begin to read Y3/Y4 exception words</p>	<p>To read all Y3/Y4 exception words*, discussing the unusual correspondences between spelling and these occurring in the word.</p>	<p>To read most Y5/Y6 exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p>	

Fluency

<p>To begin to read words and simple sentences.</p> <p>To read and understand simple sentences.</p> <p>To know that text carries meaning and in English, we read from left to right, top to bottom.</p> <p>To understand humour, e.g nonsense in rhymes and joke</p>	<p>To accurately read texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words.</p> <p>To reread texts to build up fluency and confidence in word reading.</p>	<p>To read aloud books (Closely matches to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>To reread these books to build up fluency and confidence in word reading.</p> <p>To read words accurately and fluently without overt sounding and blending, e.g at over 90 minutes in age appropriate texts.</p>	<p>At this stage, teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support development of vocabulary.</p>
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Understanding and Correcting Inaccuracies

<p>To listen to and discuss a wide range of fiction, non-fiction and poetry at a level beyond which they can read independently.</p> <p>To link what they have read or what they have read to them to their own experiences.</p> <p>To retell familiar stories in increasing g detail.</p> <p>To join in with discussions about a text, taking turns and listening to what others say.</p> <p>To discuss the significance of titles and events.</p>	<p>To check that a text makes sense to them as they read and to self-correct.</p>	<p>To show understanding by drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>To check that the text makes sense to them as they read and to correct inaccurate reading.</p>				
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Comparing, Contrasting and Commenting

<p>To discuss word meaning and link new meanings to those already known.</p>	<p>To participate in discussion about books, poems and other works that are read to them (at a level beyond</p>	<p>To recognize, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books</p>	<p>To discuss and compare texts from a wide variety of genres and writers.</p>	<p>To read a wide range of genres, identifying the characteristics of text types (such as the use of the first</p>	<p>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literacy heritage and books from other cultures and</p>
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	<p>at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales.</p> <p>To discuss the sequence of events in books and how items of information are related.</p> <p>To recognize simple recurring literacy language in stories and poetry.</p> <p>To ask and answer questions about a text.</p>	<p>or textbooks.</p>	<p>To read for a range of purposes.</p> <p>To identify themes and conventions in a wide range of books.</p> <p>To refer to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in first person or the use of presentational devices such as numbering and headings)</p> <p>To identify how language, structure and presentation contribute to meaning.</p> <p>To identify main ideas drawn from more than one paragraph and summarise these.</p>	<p>person in writing diaries and autobiographies) and differences between text types.</p> <p>To 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.</p> <p>To recommend texts to peers based on personal choice.</p>	<p>traditions.</p> <p>To recognise more complex themes (such as loss or heroism).</p> <p>To explain and discuss their understanding of what they have read, including through formal presentations and debates.</p> <p>To listen to guidance and feedback on the quality of explanations of their explanations and contributions to discussions and to make improvements when participating in discussions.</p> <p>To draw out key information and to summarise the main ideas of a text.</p> <p>To distinguish independently between statements, facts and opinions.</p> <p>To compare characters, settings and themes within a text and across more than one text.</p>
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Words in Context and Authorial Choice

<p>To begin to make simple inferences.</p> <p>To predict what might happen on the basis of what has been read so far.</p>	<p>To discuss and clarify the meanings of words linking new meanings to known vocabulary.</p>	<p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</p> <p>To discuss authors' choice of words and phrases.</p>	<p>Discuss vocabulary used to capture readers' interest and imagination.</p>	<p>To discuss vocabulary used by the author to create effect including figurative language.</p> <p>To evaluate the use of authors' language and explain how it has created an impact on the reader.</p>	<p>To analyse and evaluate the use of language, including figurative language and how it is used for effect, using terminology such as metaphor, simile, analogy, imagery, style and effect.</p>
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Inference and Prediction

<p>To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p>	<p>To make inferences on the basis of what is being said and done.</p> <p>To predict what might happen on the basis of what has been read so far in a text.</p>	<p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives.</p> <p>To justify predictions using evidence from the text.</p>	<p>To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</p> <p>To justify predictions from details stated and implied.</p>	<p>To draw inferences from characters' feelings, thoughts and motives.</p> <p>To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</p>	<p>To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters).</p> <p>To discuss how characters, change and develop through texts by drawing inferences based on indirect clues.</p>
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Poetry and Performance

	<p>To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>To begin to use appropriate intonation and volume when reading aloud.</p>	<p>To recognize and discuss some different forms of poetry (e.g free verse or narrative poetry).</p> <p>To prepare and perform poems and play scripts with appropriate techniques (Intonation, tone, volume and action) to show awareness of the audience when reading aloud.</p>	<p>To recognise and discuss some different forms of poetry (e.g free verse or narrative poetry).</p> <p>To prepare and perform poems with appropriate techniques.</p>	<p>To continually show an awareness of audience when reading out loud. E.g Tone, volume and action.</p>	<p>To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p>
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Non-Fiction

	<p>To recognise that non-fiction books are often structured in different ways.</p>	<p>To retrieve and record information from non-fiction texts.</p>	<p>To use all of the organisational devices available within a non-fiction text to retrieve, record and discuss information.</p> <p>To use dictionaries to check the meaning of the words that they have read.</p>	<p>To use knowledge of texts and organisation devices to retrieve, record and discuss information from fiction and non-fiction texts.</p>	<p>To retrieve, record and present information from non-fiction texts.</p> <p>To use non-fiction materials for purposeful information, retrieval and in contexts where pupils are genuinely motivated to find out information.</p>
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