

# Brockton C.E. Primary School

## Skills Progression - Reading

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p>Decoding</p> <p>Children should</p>	<p>Read individual letters by saying the sounds for them</p> <p>Blend vowels into words, so that they can read short words made up of known letter-sound correspondences</p> <p>Read some letter groups that each represent one sound and say sounds for them</p> <p>Read a few common exception words matched to the schools phonic programme</p> <p>Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words</p> <p>Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</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</p> <p>Read common exception words</p> <p>Read common suffixes (-s, -es, -ing, -ed, etc.)</p> <p>Read multi syllable 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 multi syllable words containing these graphemes</p> <p>Read common suffixes</p> <p>Read exception words, noting unusual correspondences</p> <p>Read most words quickly &amp; accurately without overt sound-ing 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 (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet.</p>		
<p>Range of Reading</p> <p>Children should</p>	<p>Listen to a range of stories, including picture books, individually, in small groups and as a class.</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 experiences</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 purpose</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>Making comparisons within and across books</p>		
<p>Familiarity with texts</p> <p>Children should</p>	<p>Retell the story, once they have developed a deep familiarity with the text; some as exact repetition and some in their own words (C&amp;L)</p> <p>Listen to and talk about stories to build familiarity and understanding (C&amp;L)</p> <p>Re-read these books to build up their confidence in word reading their fluency and their understanding and enjoyment.</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 wider 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</p> <p>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>		

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Poetry and Performance Children Should	Listen carefully to rhymes and songs, paying attention to how they sound (C&L) Learn rhymes, poems and songs (C&L)	Learning to appreciate rhymes and poems, and to recite some by heart	Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action  Recognising some different forms of poetry	Learning a wider range of poetry by heart preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience		
Word Meanings Children Should	Learn new vocabulary (C&L) Use new vocabulary in different contexts (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	Give the meaning of words in context  Explain and explore the meaning of words in context with synonyms and antonyms.  Distinguish between fact and opinion using evidence.  Clarify concepts and ideas at sentence, paragraph and whole text level.		
Understanding Children Should	Listen to and talk about stories to build familiarity and understanding (C&L)	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 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 Children Should	In texts read to them, make inferences on the basis of what is seen in the pictures or what a character has done e.g. how a character feels, etc.	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		
Prediction Children Should	Make simple predictions using the information listened to and the pictures on the page.	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		

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Authorial Intent Children Should	Join in when asked with predictable phrases.	Recognise and join in with predictable phrases	Identifying simple literary language in stories and poetry  Discuss favourite words and phrases and their impact on 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		
Non-fiction Children Should	Engage in non-fiction books (C&L)  Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary (C&L)	Being introduced to the structure of non-fiction books	Being introduced to non-fiction books that are structured in different ways	Retrieve and record information from non-fiction	Distinguish between statements of fact and opinion  Retrieve, record and present information from nonfiction		
Discussing Reading Children Should	Engage in story times (C&L)	Participate in discussion about what is read to them, taking turns and listening to what others say  Explain clearly their understanding of what is read to them	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  Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves	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	Recommending books that they have read to their peers, giving reasons for their choices  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,  Provide reasoned justifications for their views		