Worth Valley Primary School
Progression in Reading Skills

National Curriculum Aims and Objectives - Reading

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written language, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for reading aims to ensure that all pupils:

- reading easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading
- appreciate our rich and varied literary heritage

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading – phonics and decoding	• enjoying rhyming and rhythmic activities • showing an awareness of rhyme and alliteration • recognising rhythm in spoken words • continuing a rhyming string • hearing and saying the initial sound in words • segmenting the sounds in simple words and blending them together, knowing which letter represents some of them • linking sounds to letters, naming and sounding the letters of the alphabet • using phonic knowledge to decode regular words and read them aloud accurately	• applying phonic knowledge and skills as the route to decoding words • blending sounds in unfamiliar words using the GPCs that they have been taught • responding speedily, giving the correct sound to graphemes for all of the 40+ phonemes • reading words containing taught GPCs • reading words containing -s, -es, -ing, -ed and -est endings • reading words with contractions, e.g. I'm, I'll and we'll	• continuing to applying phonic knowledge and skills as the route to decoding words until automatic decoding has becoming embedded and reading is fluent • reading accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • accurately reading most words of two or more syllables • reading most words containing common suffixes	• using phonic knowledge to decode quickly and accurately (may still need support to reading longer words) • applying 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 • applying growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ture, -sure, -sion, -tion, -ssion and –cian, to begin to read aloud	• reading most words fluently, attempting to decode any unfamiliar words with increasing speed and skill • applying knowledge of root words, prefixes and suffixes / word endings to read aloud fluently	• reading most words fluently and attempting to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues • applying growing knowledge of root words, prefixes and suffixes/ word endings, including -sion, -tion, -cial, -tial, -ant/-ance/-ancy, -ent/- ence/-ency, -able/-ably and -ible/ibly, to read aloud fluently	• reading fluently with full knowledge of all Y5/ Y6 exception words, root words, prefixes, suffixes / word ending • decoding any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues

Word reading – common exception words	• reading some common exception words	• reading Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words	• reading most Y1 and Y2 common exception words, noting unusual correspondences between the spelling and sound and where these occur in the word	• beginning to read Y3/Y4 exception words	• reading all Y3/Y4 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word	• reading most Y5/ Y6 exception words, discussing the unusual correspondences between the spelling and sound and where these occur in the word
Word reading - fluency	• showing interest in illustrations and print in books and the environment • recognising familiar words and signs such as own name and advertising logos • looking at and handling books independently (holds books the correct way up and turns pages) • ascribing meanings to marks that they see in different places • beginning to break the flow of speech into words • beginning to read words and simple sentences • reading and understanding simple sentences	• accurately reading texts that are consistent with their developing phonic knowledge, that do not require them to use other strategies to work out words • re-reading texts to build up fluency and confidence in word reading	• reading aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation • re-reading books to build up fluency and confidence in word reading • reading words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute, in age-appropriate texts	• Teaching comprehension skills should be taking precedence over teaching word reading and fluency specifically. Any focus on word reading should support the development of vocabulary.		

Comprehension -understanding and correcting inaccuracies	• knowing that print carries meaning and, in English, is reading from left to right and top to bottom • understanding humour, e.g. nonsense rhymes, jokes	• checking that a text makes sense to them as they read, self-correcting	• showing understanding by 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, correcting inaccurate reading				

Comprehension – comparing, contrasting and commenting	• listening to stories with increasing attention and recall • anticipating key events and phrases in rhymes and stories • beginning to be aware of the way stories are structured • describing main story settings, events and principal characters • enjoying an increasing range of books • following a story without pictures or props • listening to stories, accurately anticipating key events and responding to what is heard with relevant comments, questions or actions	• listening to and discussing a wide range of fiction, non-fiction and poetry at a level beyond that at which they can read independently • linking what they have read or have rea to them to their own experiences • retelling familiar stories in increasing detail • joining in with discussions about a text, taking turns and listening to what others are saying • discussing the significance of titles and events	• participating in discussions about books, poems and other works that are read to them (at a level beyond at which they can reading independently) and those that they can read for themselves, explaining their understanding and expressing their views • becoming increasingly familiar with, and retelling a wide range of stories, fairy stories and traditional tales • discussing the sequence of events in books and how items of information are related • recognising simple recurring literary language in stories and	• recognising, listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks • using appropriate terminology when discussing texts (plot, character, setting)	• discussing and comparing texts from a wide variety of genres and writers • reading for a range of purposes • identifying themes and conventions in a wide range of books • referring to authorial style, overall themes (e.g. triumph of good over evil) and features (e.g. greeting in letters, a diary written in the first person or the using of presentational devices such as numbering and headings) • identifying how language, structure and presentation contribute to meaning • identifying main ideas	• reading a wide range of genres, identifying the characteristics of text types (such as the using of the first person in writing diaries and autobiographies) and differences between text types • participating 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 • identifying main ideas drawn from more than one paragraph and summarising these • recommending texts to peers based on	• reading for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions • recognising more complex themes in what they reading (such as loss or heroism) • explaining and discussing their understanding of what they have reading, including through formal presentations and debates, maintaining a focus on the topic and using notes where

	• demonstrating understanding when talking with others about what they have been reading		poetry • asking and answering questions about a text • making links between the text they are reading and other texts they have read (in texts that they can read independently)		drawn from more than one paragraph and summarising these	personal choice	necessary • listening to guidance and feedback on the quality of their explanations and contributions to discussions, making improvements when participating in discussions • drawing out key information and summarising the main ideas in a text • distinguishing independently between statements of fact and opinion, providing reasoned justifications for their views • comparing characters, settings and themes within a text and across more than one text

Comprehension – inference and prediction	• suggesting how a story might end • beginning to understand 'why' and 'how' questions • answering 'how' and 'why' questions about their experiences and in response to stories or events	• beginning to making simple inferences • predicting what might happen on the basis of what has been read so far	• making inferences on the basis of what is being said and done • predicting what might happen on the basis of what has been read so far in a text	• asking and answering questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives • justifying predictions using evidence from the text	• drawing inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text • justifying predictions from details stated and implied	• drawing inferences from characters' feelings, thoughts and motives • making predictions based on details stated and implied, justifying them in detail with evidence from the text	• considering different accounts of the same event, discussing viewpoints, both of authors and of fictional characters • discussing how characters change and develop through texts by drawing inferences based on indirect clues

Poetry and performance	• listening to and joining in with stories and poems, on a one-to-one basis and also in small groups • joining in with repeated refrains in rhymes and stories • using intonation, rhythm and phrasing, making the meaning clear to others • developing preference for forms of expression • playing cooperatively as part of a group, developing and acting out a narrative • expressing themselves effectively, showing awareness of listeners' needs	• reciting simple poems by heart	• continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to making the meaning clear	• preparing and performing poems and play scripts, showing some awareness of the audience when reading aloud • beginning to use appropriate intonation and volume when reading aloud	• recognising and discussing some different forms of poetry e.g. free verse or narrative poetry • preparing and performing poems and play scripts with appropriate techniques (intonation, tone, volume and action) showing awareness of the audience when reading aloud	• continually showing an awareness of audience when reading out loud using intonation, tone, volume and action	• confidently performing texts (including poems learnt by heart) using a wide range of devices, engaging the audience and for effect

Non-fiction	• knowing that information can be relayed in the form of print • knowing that information can be retrieved from books and computers		• recognising that non- fiction books are often structured in different ways	• retrieving and recording information from non-fiction texts	• using all of the organisational devices available within a non- fiction text, retrieving, recording and discussing information • using dictionaries, checking the meaning of words that they have reading	• using knowledge of texts and organisation devices, retrieving, recording and discussing information from fiction and non-fiction texts	• retrieving, recording and presenting information from non-fiction texts • using non-fiction materials for purposeful information retrieval e.g. in reading history, geography and science textbooks, and in contexts where pupils are genuinely motivated to find out information e.g. reading information leaflets before a gallery or museum visit or reading a theatre programme or review