



St Peter's Catholic Primary School

Progression of skills: Reading

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word Reading	<ul style="list-style-type: none"> - 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 GPCs that have been taught - Read common exception words, noting unusual correspondences between spelling 	<ul style="list-style-type: none"> - Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - Read accurately words of two or more syllables that contain the same graphemes as above 	<p>As year 2 and:</p> <ul style="list-style-type: none"> - Use knowledge of root words to understand meanings of words - Use prefixes to understand meanings e.g. un-, dis-, -mis-, re - Use suffixes to understand meanings e.g. -ation, -ous - Read and understand meaning of words on Y3/4 word list - Use intonation, tone and volume when reading aloud - Take note of punctuation when reading aloud 	<p>As year 3 and:</p> <ul style="list-style-type: none"> - Use knowledge of root words to understand meanings of words - Use prefixes to understand meanings e.g. sub-, inter-, anti-, -auto - Use suffixes to understand meanings e.g. -ation, -ous, -tion, -sion, -ssion, -cian - Read and understand meaning of words on Y3/4 word list - see bottom - Use punctuation to determine intonation and expression when 	<p>As year 4 and:</p> <ul style="list-style-type: none"> - Use knowledge of root words to understand meanings of words - Apply knowledge of prefixes to understand meaning of new words - Use suffixes to understand meanings e.g. -ant, -ance, -ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably, - Read and understand meaning of words on Y5/6 word list - Use punctuation to determine intonation and 	<p>As year 5 and:</p> <ul style="list-style-type: none"> - Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change - Use suffixes to understand meanings e.g. -cious, -tious, -tial, -cial. - Read and understand meaning of words on Y5/6 word list - Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure - French in origin.

	<p>and sound and where these occur in the word</p> <ul style="list-style-type: none"> - Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings - Read other words of more than one syllable that contain taught GPCs - Read words with contractions and understand that the apostrophe represents the 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 these books to build up their fluency and 	<ul style="list-style-type: none"> - Read words containing common suffixes - Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - 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, automatically and without undue hesitation - Re-read these books to build up their fluency and 		<p>reading aloud to a range of audiences</p>	<p>expression when reading aloud to a range of audiences.</p>	<ul style="list-style-type: none"> - Employ dramatic effect to engage listeners whilst reading aloud - Read extensively for pleasure. - Skim texts to ascertain the gist. - Use a combination of scanning and close reading to locate information. <p>As above and:</p> <ul style="list-style-type: none"> - Evaluate texts quickly in order to determine their usefulness or appeal - Understand underlying themes, causes and consequences within whole texts - Understand the structures writers use to achieve coherence; (headings; links within and between paragraphs; connectives)
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	confidence in word reading.	confidence in word reading.				- Recognise authors' techniques to influence and manipulate the reader.
Comprehension	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - Being encouraged to link what they read or hear read to their own experiences - Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their 	<p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> - 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 - Discussing the sequence of events in books and how items of information are related - Becoming increasingly familiar with and retelling a wider range of stories, 	<p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - 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 - Using dictionaries to check the meaning of words that they have read - 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 to perform, showing understanding through intonation, tone, volume and action - Discussing words and phrases that capture the reader's interest and imagination - Recognising some different forms of poetry <p>Understand what they read, in books they can read independently, by:</p>	<p>Maintain positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Continuing to read and discuss an increasingly 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 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 - Making comparisons within and across books - Learning a wider range of poetry by heart - Preparing poems and plays to read aloud and to perform, showing 		

	<p>particular characteristics</p> <ul style="list-style-type: none"> - Recognising and joining in with predictable phrases - Learning to appreciate rhymes and poems, and to recite some by heart - Discussing word meanings, linking new meanings to those already known <p>Understand both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - 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 	<p>fairy stories and traditional tales</p> <ul style="list-style-type: none"> - Being introduced to non-fiction books that are structured in different ways - Recognising simple recurring literary language in stories and poetry - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary - Discussing their favourite words and phrases - Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear 	<ul style="list-style-type: none"> - 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 - 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 - Identifying main ideas drawn from more than one paragraph and summarising these - Identifying how language, structure, and presentation contribute to meaning - Retrieve and record information from non-fiction - 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 	<p>understanding through intonation, tone and volume so that the meaning is clear to an audience</p> <p>Understand what they read by:</p> <ul style="list-style-type: none"> - 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 - 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 - Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - 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 - Distinguish between statements of fact and opinion - Retrieve, record and present information from non-fiction <ul style="list-style-type: none"> □ participate in discussions about books that are read to them and those they can read for themselves, building on their own and others'
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	<p>inaccurate reading</p> <ul style="list-style-type: none"> - Discussing the significance of the title and events - 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 - 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 	<p>Understand both the books that they can already read accurately and fluently and those that they listen to by:</p> <ul style="list-style-type: none"> - 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 - Making inferences on the basis of what is being said and done - Answering and asking questions <ul style="list-style-type: none"> □ predicting what might happen on the basis of what has been read so far - Participate in discussion about 		<p>ideas and challenging views courteously</p> <ul style="list-style-type: none"> - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for their views
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		<p><i>books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say</i></p> <ul style="list-style-type: none">- Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves		
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