



Reading progression of skills

| Year 1 | | Suggested books, authors and poets: |
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| Word reading | <p>To be able to apply phonic knowledge and skills as the route to decode words (real and pseudo)</p> <p>To be able to speedily read all 40+ phonemes, including alternative sounds for graphemes</p> <p>To be able to read accurately by blending sounds in unfamiliar words containing taught GPCs</p> <p>To be able to read common exception words</p> <p>To be able to read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings</p> <p>To be able to read words of more than one syllable</p> <p>To be able to read words with contractions (e.g. I'm, I'll, We'll) and understand that the apostrophe represents the omitted letter</p> <p>To read aloud books that are consistent with their developing phonic knowledge</p> <p>To be able to re-read books to build up their fluency and confidence in word reading</p> | <p>Suggested books, authors and poets:</p> <p><u>General fiction:</u> What the Ladybird Heard Room on the Broom</p> <p><u>Fairy stories/traditional tales:</u> The Gigantic Turnip</p> <p><u>Poetry:</u> The Puffin book of fantastic first poems</p> |
| Comprehension | <p>To 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 which they can read independently -to link what they read or hear to their own experiences -to become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics -to be able to recognise and join in with predictable phrases - to learn to appreciate rhymes and poems, and to recite some by heart -to discuss word meanings, linking new meanings to those already known <p>To understand the books that they can read accurately and those they listen to by:</p> <ul style="list-style-type: none"> -drawing on what they already know and vocabulary provided by the teacher -to check that the text makes sense to them as they are reading and to correct inaccurate reading -to discuss the significance of the title and events -to make inferences on the basis of what is being said and done -to predict what might happen next <p>To participate in discussion about what is read to them</p> <p>To be able to explain clearly their understanding of what is read to them</p> | |

Year 2

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| <p>Word reading</p> | <p>To be able to continue to apply phonic knowledge and skills to decode until automatic decoding is embedded and reading is fluent</p> <p>To be able to read accurately by blending sounds in words that contain taught graphemes (especially recognising alternative sounds for graphemes)</p> <p>To be able to read accurately words of two or more syllables</p> <p>To be able to read words containing common suffixes</p> <p>To be able to read further common exception words, noting unusual correspondences between spelling and sound</p> <p>To be able to read most words quickly and accurately, without sounding and blending, when they have been frequently encountered</p> <p>To read aloud books closely matched to their improving phonic knowledge</p> <p>To re-read these books to build up their fluency and confidence in word reading</p> | <p>Suggested books, authors and poets:</p> <p><u>General fiction:</u></p> <p>The Snail and the Whale</p> <p>Man on the Moon</p> <p>The story tree</p> <p><u>Fairy stories/traditional tales:</u></p> <p><u>Poetry:</u></p> |
| <p>Comprehension</p> | <p>To 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 which they can read independently -discussing the sequence of events in books and how items of information are related - becoming increasingly familiar with a wider range of stories, fairy stories and traditional tales -being introduced to non-fiction books that are structured in different ways -recognising simple recurring literary language in stories and poetry -discussing the meaning of new words, linking new meanings to known vocabulary -discussing their favourite words and phrases -continuing to build up a repertoire of poems learnt by heart <p>To understand the books that they can read accurately and those they listen to by:</p> <ul style="list-style-type: none"> - drawing on what they already know and vocabulary provided by the teacher -checking that the text makes sense to them as they are reading and to correct inaccurate reading -making inferences on the basis of what is being said and done -answering and asking questions -predicting what might happen next <p>To participate in discussion about what is read to them</p> <p>To be able to explain clearly their understanding of what is read to them</p> | |

Year 3 and 4

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| <p>Word reading</p> | <p>To be able to apply their growing repertoire of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words To be able to read further common exception words, noting unusual correspondences between spelling and sound</p> | <p>Suggested books, authors and poets:</p> <p><u>General fiction:</u> Mouse Bird Snake Wolf Into the Forest Pebble in my Pocket Tales of Wisdom and Wonder Leon and the Place Between</p> <p><u>Fairy stories/traditional tales:</u></p> <p><u>Poetry:</u> The Sun is laughing</p> <p><u>Plays:</u></p> <p><u>Myths and legends:</u></p> |
| <p>Comprehension</p> | <p>To 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 fiction, poetry, plays, non-fiction and reference 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 readers interest and imagination -recognising some different forms of poetry <p>To understand the books that they can read accurately and those they listen to by:</p> <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 character feelings, thought and motives from their actions, and justifying inferences through evidence -predicting what will happen from details stated and implied -identifying the main ideas drawn from more than one paragraph and summarise these -identiffying how language, structure and presentation contribute to meaning <p>To retrieve and record information from non-fiction</p> <p>To participate in discussion about both books that are read to them and those that they can read themselves</p> | |

Year 5 and 6

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| Word reading | To be able to apply their growing repertoire of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words | Suggested books, authors and poets: |
| Comprehension | <p>To develop pleasure in reading, motivation to read, vocabulary and understanding 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 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 understanding through intonation, tone and volume so that the meaning is clear to the audience. <p>To understand the books that they can read accurately and those they listen to 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 character 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 <p>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p> <p>To be able to distinguish between statements of fact and opinion</p> <p>To retrieve, record and present information from non-fiction</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 be able to 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</p> <p>To provide reasoned justifications for their views.</p> | <p><u>General fiction:</u> Mouse Bird Snake Wolf Into the Forest Pebble in my Pocket Tales of Wisdom and Wonder Leon and the Place Between</p> <p><u>Fairy stories/traditional tales:</u></p> <p><u>Poetry:</u> The Sun is laughing</p> <p><u>Plays:</u></p> <p><u>Myths and Legends:</u></p> <p><u>Modern fiction:</u></p> <p><u>Literary heritage:</u></p> <p><u>Other cultures and traditions:</u></p> |

