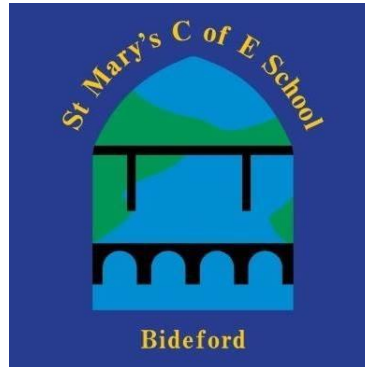


Reading Skills Progression



We have high expectations for reading at St. Mary's Primary School and our teaching focuses on developing pupils' competence in both word reading and comprehension. Our aim for children is to leave KS1 as confident decoders who can speedily recognise familiar printed words. As children move through the school, there is a growing focus on developing children's comprehension skills and linguistic knowledge. By the end of a child's primary education with us, we strive for all pupils to be able to read fluently and have developed a love of reading, knowing the names of significant authors and being able to talk about books they have read and enjoyed.

A reader from St. Mary's Primary School will:

- Enjoy getting lost in a world of books, both through books they read independently and through books that are read to them
- Accurately and speedily read GPCs and segment and blend these in words
- Re-read books to build up fluency and confidence in word reading
- Have a well-developed vocabulary from reading quality, age-appropriate texts
- Become independent, fluent and enthusiastic readers who read widely and fluently
- Read and understand a wide range of fiction, poetry, plays, non-fiction and reference books
- Ask and answer questions to improve their understanding
- Leave the school as someone who reads fluently and effortlessly

READING SKILLS

EYFS	Y1	Y2	Y3	Y4	Y5	Y6
1. Listen attentively to books that are read to them. 2. To respond to what they hear with relevant questions, comments and actions when being read to. 3. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play	1. Participate actively in listening and sharing a wide range of books. 2. Choose to read and explore books.	1. Read independently, demonstrating increasing stamina. 2. Show developing preferences through book choice.	1. Read for a range of purposes independently. 2. Choose appropriate texts with support. 3. Demonstrate engagement with reading independently for sustained periods of time. 4. Demonstrate engagement with reading complete books. 5. Demonstrate engagement with reading by engaging actively in book discussion.	1. Read a broader range of texts including those from literary heritage and more challenging texts. 2. Recommend books they have read to their peers, giving reasons for their choices. 3. Demonstrate engagement with reading for sustained periods of time. 4. Demonstrate engagement with reading by engaging actively in book discussions with adult support. 5. Demonstrate engagement with reading by engaging actively in book discussions without adult support. 6. Demonstrate engagement with reading by responding to reading in a written form.		

Word Reading (skills progression)

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
	Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their	Read Phase 5 phonically decodable texts. Apply phonic knowledge and skills to decode words by	Reading Age 7+ Read age appropriate books by sounding out unfamiliar words.	Reading Age 8+ Decode most new words outside of spoken vocabulary. Read longer words	Reading Age 9+ Read longer words with support. Use the context of a sentence to read	Reading Age 10+ Read age-appropriate books with confidence and fluency (including whole novels)	Reading Age 11+ Read age-appropriate books with confidence and fluency (including whole novels)

	phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	blending accurately and speedily using known graphemes. Apply phonic knowledge and skills to decode words by re-read with fluency and confidence. Apply phonic knowledge and skills to decode words by reading accurately. Apply phonic knowledge and skills to decode words by recognising when a word does not make sense Read common exception words accurately.	Read age appropriate books beginning to self-correcting. Read accurately and automatically and without undue hesitation, words of 2 or more syllables. Read accurately and automatically and without undue hesitation, words containing common suffixes. Read accurately and automatically and without undue hesitation, most common exception words. Read most words quickly, accurately and fluently, without blending out loud (over-90 words per minute). Begin to read silently with understanding.	with support. Use the context of a sentence to read unfamiliar words. Self-correct consistently. Begin to read some simple chapter books, with support if needed.	unfamiliar words. Self-correct consistently. Read simple chapter books independently and silently.	Use a range of reading strategies to work out any unfamiliar word. Read aloud and to perform. When reading aloud, show understanding through intonation, tone and volume so that meaning is clear to an audience.	Use a range of reading strategies to work out any unfamiliar word. Read aloud and to perform. When reading aloud, show understanding through intonation, tone and volume so that meaning is clear to an audience.
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Language Comprehension (skills progression)

	EYFS	Y1	Y2	Y3	Y4	Y5	Y6
Inference		In texts read to them, make inferences on the basis of what is being said and done. In simple texts read themselves, make	Make inferences from texts that they read themselves, on the basis of what's being said and done. Make inferences from texts that they read	Draw inferences about characters' feelings and justify with evidence from the text or real life. Draw inferences about characters' thoughts and justify with evidence from the text or real life.		Make inferences drawn from across texts and justify with evidence. Make inferences drawn from between texts and justify with evidence. Use PEE (point, evidence, explain) to support inferences.	

		inferences on the basis of what is being said and done.	themselves, on the basis of cause and effect. Make inferences by drawing on what they already know. Make inferences by drawing on background information (e.g. vocabulary) provided by an adult.	Draw inferences about characters' motives and justify with evidence from the text or real life.	
Prediction	Anticipate – where appropriate – key events in stories; Begin to make predictions about reading from a title and front cover of a book.	With support can link own experiences to what they read. Make predictions about reading from a title and front cover of a book. Make predictions about reading on the basis of what has been read so far.	Predict what might happen on the basis of what has been read so far.	Predict what might happen based on content. Predict what might happen based on simple theme / text types.	Predict what might happen based on themes. Predict what might happen based on conventions. Predict what might happen based on knowledge about the author. Predict what might happen based on genres.
Clarify	Use vocabulary that has been taught when retelling stories	Discuss word meanings, making links to known vocabulary.	Discuss and clarify the meaning of words to understand texts further. In familiar books, check that it makes sense.	Use dictionaries to check the meaning of words.	Give the meaning of words in context. Explore and explain the meaning of words in context. Distinguish between fact and opinion. Clarify concepts and ideas at sentence level. Clarify concepts and ideas at paragraph level. Clarify concepts and ideas at whole text level.
Question		Raise simple questions about texts they read. Raise simple questions about texts	Ask questions about texts. Answer questions about texts.	Ask questions to improve understanding of text. Answer questions to improve understanding of text.	Answer questions to improve understanding of themes and authorial intent. Ask questions to improve understanding of themes and authorial intent.

		that are read to them. Answer simple, information retrieval questions about texts.			
Summarise		Link title to key events in a text.	Identify and explain the sequences of events in texts.	Identify main ideas drawn from more than one paragraph and summarise these. Retrieve and record information from non-fiction.	Identify and summarise main ideas from across a text. Identify key details that support main ideas using quotation for illustration. Retrieve, record and present key information from non-fiction.
Language for Effect		Recognise and join in with predictable phrases	Identify simple literary language in stories. Identify simple literary language in poetry. Discuss favourite words and phrases and their impact on the meaning.	Identify linguistic features of texts and discuss how they contribute to meaning. Identify structural features of texts and discuss how they contribute to meaning. Identify presentational features of texts and discuss how they contribute to meaning. Discuss words and phrases that engage the reader.	Discuss how the structural and presentational choices impact on meaning. Discuss how the structural and presentational choices impact on theme.
Themes and Conventions		Retell familiar stories. Retell familiar rhymes. Talk about the key features of familiar stories and rhymes.	Identify key aspects of fiction texts (characters, setting, plot). Identify key aspects of non-fiction texts (titles, contents, index, glossary). With support, justify personal response to texts.	Make connections between texts. Identify conventions of different types of writing.	Identify the themes and conventions of a range of texts. Make comparisons and contrasts within texts. Make comparisons and contrasts across texts. Provide reasoned justifications for opinions about a book.