

Progression in Skills – Reading

Lyppard Grange Primary School

YEAR 1

WORD RECOGNITION

[KEY] Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes.	[KEY] Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.	[KEY] Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	[KEY] 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.
Read words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings.	Apply phonic knowledge and skills as the route to decode words.	Read other words of more than one syllable that contain taught GPCs. Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s).	Re-read these books to build up their fluency and confidence in word reading.

COMPREHENSION SKILLS

Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:	Children should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:	General
[KEY] Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. <i>[GDS] and discuss their reading preferences, including favourite authors and genres</i>	[KEY] Checking that the text makes sense to them as they read and correcting inaccurate reading. <i>GDS: consistently and accurately</i>	Participate in discussion about what is read to them, taking turns and listening to what others say.
[KEY] Becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. <i>GDS: Confidently retell familiar stories by identifying the key points and discussing their particular characteristics</i>	[KEY] Discussing the significance of the title and events. <i>GDS: and relate this to other books they have read</i>	Explain clearly their understanding of what is read to them
[KEY] Discussing word meanings, linking new meanings to those already known <i>GDS: and correctly using some of these words in context</i>	[KEY] Predicting what might happen on the basis of what has been read so far. <i>GDS: and justifying their choices</i>	
Being encouraged to link what they read or hear read to their own experiences.	[KEY] Making inferences on the basis of what is being said and done. <i>GDS: and find some evidence to support these inferences</i>	
Recognising and joining in with predictable phrases.	Drawing on what they already know or on background information and vocabulary provided by the teacher.	
Learning to appreciate rhymes and poems, and to recite some by heart.		

Progression in Skills – Reading

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YEAR 2

WORD RECOGNITION

[EXS] Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.	[EXS] Read accurately words of two or more syllables that contain the graphemes taught so far.	[EXS] Read most common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.	[EXS] Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.
[KEY] Read most words quickly and accurately, without overt sounding and blending (when they have been frequently encountered) and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.	[IEXS] Read words containing common suffixes (see English Appendix 1)	Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.	Re-read these books to build up their fluency and confidence in word reading.

COMPREHENSION SKILLS

Children should be taught to develop pleasure in reading, motivation to read, vocabulary and understanding by:	Children should be taught to understand both the books that they can already read accurately and fluently and those that they listen to by:	General
[EXS] Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. <i>GDS: and using these in a verbal sentence</i>	[EXS] Checking that the text makes sense to them as they read and correcting inaccurate reading. <i>GDS: and identify the effect</i>	Participate in discussion about 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
[KEY] 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 <i>GDS: make links between the book they are reading and other books they have read</i>	[EXS] Making inferences on the basis of what is being said and done. <i>GDS: Make inferences in a book they can read independently</i>	
Discussing the sequence of events in books and how items of information are related.	[EXS] Answering and asking questions <i>GDS: making reference to the text</i>	
Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.	[EXS] Explaining what has happened so far in what they have read <i>GDS: in event order</i>	Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.
Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.	[KEY] Predicting what might happen on the basis of what has been read so far <i>GDS: Essential for GDS</i>	
Recognising simple recurring literary language in stories and poetry.	Drawing on what they already know or on background information and vocabulary provided by the teacher.	
Being introduced to non-fiction books that are structured in different ways.		
Discussing their favourite words and phrases.		

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YEAR 3

WORD RECOGNITION

[KEY] In age-appropriate texts, read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

In age-appropriate texts, apply their improving knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

COMPREHENSION SKILLS

Children should be taught to develop positive attitudes to reading and understanding of what they read by:	Children should be taught to understand what they read, in books they can read independently by:	General
[KEY] Listening to and discussing a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	[KEY] Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context <i>GDS: and identify the effect</i>	Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.
[KEY] Identifying themes and conventions in a range of books. <i>GDS: and make connections with other texts they have read</i>	[KEY] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and often justifying inferences with evidence <i>GDS: and identify the effect on the reader</i>	
[KEY] Discussing words and phrases that capture the reader's interest and imagination <i>GDS: commenting on authorial intent</i>	[KEY] Identifying how elements of language, structure, and presentation contribute to meaning <i>GDS: and identify how readers could be influenced by this</i>	
Reading age-appropriate books that are structured in different ways and reading for a range of purposes.	[KEY] Retrieve and record information from non-fiction <i>GDS: identifying the most important points</i>	
Increasing their familiarity with a range of books, including fairy stories, myths and legends, and retelling some of these orally.	[KEY] Asking simple questions to improve their understanding of a text <i>GDS: and questions are discerning, showing a critical understanding of the text</i>	
Using dictionaries to check the meaning of words that they have read.	[KEY] Identifying main ideas drawn from more than one paragraph and summarising these <i>GDS: and justify choices</i>	
Recognising some different forms of poetry [for example, free verse, narrative poetry].	Predicting what might happen from details stated and implied.	
Preparing poems and play scripts to read aloud and to perform, increasingly showing understanding through intonation, tone, volume and action.		

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YEAR 4

WORD RECOGNITION

[KEY] In age-appropriate texts, read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

In age-appropriate texts, apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.

COMPREHENSION SKILLS

Children should be taught to develop positive attitudes to reading and understanding of what they read by:	Children should be taught to understand what they read by:	General
[KEY] Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	[KEY] Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context, justifying some of these choices <i>GDS: and identifying the effect</i>	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.
[KEY] Identifying and discussing themes and conventions in a wide range of books <i>GDS: and make connections with other texts they have read</i>	[KEY] Consistently identifying main ideas drawn from more than one paragraph and summarising these <i>GDS: and justify choices</i>	
[KEY] Discussing how words and phrases have captured the reader's interest and imagination. <i>GDS: commenting on authorial intent</i>	[KEY] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and consistently justifying inferences with evidence <i>GDS: and identify the effect on the reader</i>	
Reading age-appropriate books that are structured in different ways and reading for a range of purposes.	[KEY] Identifying how language, structure, and presentation contribute to meaning <i>GDS: and identify how readers could be influenced by this</i>	
Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.	[KEY] Asking relevant questions to improve their understanding of a text <i>GDS: and questions are discerning, showing a critical understanding of the text</i>	
Preparing poems and play scripts to read aloud and to perform, showing appropriate understanding through intonation, tone, volume and action.	[KEY] Retrieving and recording information from non-fiction, in own words <i>GDS: identifying the most important points</i>	
Recognising some features of different forms of poetry [for example, free verse, narrative poetry].	Predicting what might happen from details stated and implied.	
Using dictionaries to check the meaning of words that they have read, taking context into account		

Progression in Skills – Reading

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YEAR 5

WORD RECOGNITION

[KEY] In age-appropriate texts, apply their initial knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

COMPREHENSION SKILLS

Children should be taught to maintain positive attitudes to reading and understanding of what they read by:	Children should be taught to understand what they read by:	General
[KEY] Increasing their familiarity with a range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions.	[KEY] Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, justifying these choices <i>GDS: and identifying the effect</i>	[KEY] Provide reasoned justifications for their views <i>GDS: and adjust these, where necessary, in response to additional evidence</i>
[KEY] Identifying and discussing themes and conventions in and across a range of writing <i>GDS: and make connections with other texts they have read</i>	[KEY] Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <i>GDS: and justify and explain choices</i>	[KEY] Discuss and evaluate how authors use language, including figurative language (such as similes, metaphors and alliteration), considering the impact on the reader <i>GDS: commenting on authorial intent</i>
Reading books that are structured in different ways and reading for a range of purposes.	[KEY] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence <i>GDS: and identify the effect on the reader</i>	Distinguish between statements of fact and opinion.
Continuing to read and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks.	[KEY] Identifying how language, structure and presentation contribute to meaning <i>GDS: and identify how readers could be influenced by this</i>	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.
Recommending books that they have read to their peers, beginning to give reasons for their choices.	[KEY] Asking insightful questions to improve their understanding <i>GDS: and questions are discerning, showing a critical understanding of the text</i>	Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and beginning to use notes where necessary.
Making comparisons within and across books.	[KEY] Retrieving, recording and presenting information from non-fiction, in own words <i>GDS: identifying the most important points</i>	
Learning a range of poetry by heart, and recognising some key features	Predicting what might happen from details stated and implied and justifying these with evidence.	
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.		

Progression in Skills – Reading

Lyppard Grange Primary School

YEAR 6

WORD RECOGNITION

[KEY] Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.

COMPREHENSION SKILLS

Children should be taught to maintain positive attitudes to reading and understanding of what they read by:	Children should be taught to understand what they read by:	General
[KEY] 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.	[KEY] Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context, commenting on authorial choices <i>GDS: and identifying the effect</i>	[KEY] Provide reasoned justifications for their views, drawing evidence from across a text <i>GDS: and adjust these, where necessary, in response to additional evidence</i>
[KEY] Identifying and discussing themes and conventions in and across a wide range of writing <i>GDS: and make connections with other texts they have read</i>	[KEY] Concisely summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas <i>GDS: and justify and explain choices</i>	[KEY] Discuss and evaluate how authors use language, including the full range of figurative language, considering the impact on the reader <i>GDS: commenting on authorial intent</i>
Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.	[KEY] Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, justifying inferences with evidence and explaining these choices <i>GDS: and identify the effect on the reader</i>	Distinguish between statements of fact and opinion and recognise bias.
Making reasoned comparisons within and across books.	[KEY] Identifying how language, structure and presentation contribute to meaning in both fiction and non-fiction <i>GDS: and identify how readers could be influenced by this</i>	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.
Reading age-appropriate books that are structured in different ways and reading for a range of purposes.	[KEY] Asking insightful questions which demonstrate their understanding <i>GDS: and questions are discerning, showing a critical understanding of the text</i>	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.
Recommending books that they have read to their peers, giving reasons for their choices.	[KEY] Retrieving, concisely recording and presenting information from non-fiction, in own words <i>GDS: identifying the most important points</i>	
Learning a wider range of poetry by heart and recognising key features.	Predicting what might happen from details stated and implied and consistently justifying these with evidence.	
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.		