



# Staveley CE Primary School

## Reading

### Progression of Skills

#### Word Reading

40-60 months ELG

| Phonics, Decoding and Fluency   |   |  |   |   |   |   |
|---|---|--|---|---|---|---|
| Reception to Year 2 pupils follow the <i>Read, Write, Inc</i> phonics and reading programme. Pupils still requiring phonics tuition in Key Stage 2 use the <i>Read, Write, Inc Fresh Start</i> intervention materials.  |   |  |   |   |   |   |
| EYFS  | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6  |
| <ul style="list-style-type: none"> <li>- Read individual letters by saying the sounds for them.</li> <li>-Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</li> <li>-Read some letter groups that each represent one sound and say sounds for them.</li> <li>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where</li> </ul> | <ul style="list-style-type: none"> <li>-To apply phonic knowledge and skills as the route to decode words.</li> <li>-To blend sounds in unfamiliar words using the GPCs that they have been taught.</li> <li>-To read Y1 common exception words, noting unusual correspondences between spelling and sound and where these occur in words.</li> <li>-To accurately read texts that are</li> </ul> | <ul style="list-style-type: none"> <li>-To continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent.</li> <li>-To read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> </ul> | <ul style="list-style-type: none"> <li>-To apply their growing knowledge of root words and prefixes, including in-, im-, il-, ir-, dis-, mis-, un-, re-, sub-, inter-, super-, anti and auto-, in order to begin to read here aloud.</li> <li>-To apply their growing knowledge of root words and suffixes/word endings, including -ation, -ly, -ous, -ture, -sure, -sion, -tion, -ssion and -cian, in order to begin to read aloud.</li> </ul> | <ul style="list-style-type: none"> <li>-To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill.</li> <li>-To apply their knowledge of root words, prefixes and suffixes/word endings in order to read aloud fluently.</li> <li>-To read all Y3/Y4 common exception words*, discussing the unusual correspondences between spelling and sound and</li> </ul> | <ul style="list-style-type: none"> <li>-To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> <li>-To apply their growing knowledge of root words, prefixes and suffixes/word endings, including -sion, -tion, -cial, -tial, -ant/ -ance/-ancy, -ent/-ence/ -ency, -able/-ably</li> </ul> | <ul style="list-style-type: none"> <li>-To read fluently with full knowledge of all Y5/ Y6 common exception words, root words, prefixes, suffixes/word endings* and to decode any unfamiliar words with increasing speed and skill, recognising their meaning through contextual cues.</li> </ul> |

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| <p>necessary, a few exception words.</p> <p>-Read a few common exception words matched to the <i>RW</i> phonics programme.</p> <p>-Blend sounds into words, so that they can read short words made up of letter-sound correspondences.</p> <p>-Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words.</p> <p>-Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment.</p> <p>-Say a sound for each letter in the alphabet and at least 10 digraphs.</p> <p>-Read words consistent with their phonic</p> | <p>consistent with their developing phonic knowledge and which do not require them to use other strategies to work out words.</p> <p>-To read words containing taught GPCs.</p> <p>-To read words containing -s, -es, -ing, -ed and -est endings.</p> <p>-To check that a text makes sense to them as they read and to self-correct.</p> <p>-To respond speedily, giving the correct sound to graphemes for all of the 40+ phonemes.</p> <p>-To reread texts to build up fluency and confidence in word reading.</p> <p>-To read words with contractions, e.g. I'm, I'll and we'll.</p> | <p>-To accurately read most words of two or more syllables.</p> <p>-To read most words containing common suffixes.*</p> <p>-To read aloud books (closely matched to their improving phonic knowledge), sounding out unfamiliar words accurately, automatically and without undue hesitation.</p> <p>-To read most Y1 and Y2 common exception words*, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>-To reread these books to build up fluency and confidence in word reading.</p> <p>-To check that the text makes sense to them as they read</p> | <p>-To use their phonic knowledge to decode quickly and accurately (may still need support to read longer unknown words).</p> <p>-To begin to read Y3/ Y4 common exception words.</p> | <p>where these occur in the word.</p> | <p>and -ible/-ibly, in order to read aloud fluently.</p> <p>-To read most Y5/Y6 common exception words, discussing the unusual correspondences between spelling and sound and where these occur in the word.</p> |  |
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| <p>knowledge by sound-blending.</p> <ul style="list-style-type: none"><li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li><li>-To read some common irregular words.</li><li>-Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</li></ul> |  | <p>and to correct inaccurate reading.</p> <ul style="list-style-type: none"><li>-To read words accurately and fluently without overt sounding and blending, (around 90 words per minute in age-appropriate texts).</li></ul> |  |  |  |  |
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### Reading Comprehension

Pupils will develop pleasure in reading, motivation to read, vocabulary and understanding by reading a wide range of books.

| <u>Range of Reading</u>   |  |  |   |  |  |  |
|---|--|--|---|--|--|--|
| EYFS  | Year 1   | Year 2   | Year 3  | Year 4   | Year 5   | Year 6   |
| <p>-Listen to and talk about stories to build familiarity and understanding.</p> <p>-Listen to and talk about selected non-fiction to develop a deep familiarity with new knowledge and vocabulary.</p> <p>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.</p> | <p>-To listen to and discuss a wide range of fiction, nonfiction and poetry beyond the level at which they can read independently.</p> | <p>-To become increasingly familiar with a wide range of stories, fairy stories and traditional tales.</p> <p>-To listen to, discuss and express views about a wide range of simple contemporary and classic poetry, stories and nonfiction beyond the level at which they can read independently.</p> | <p>-To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> | <p>-To read books that are structured in different ways and reading for a range of purposes.</p> | <p>-To read a wide range of genres, identifying the characteristics of text types (such as the use of the first person in writing diaries and autobiographies) and differences between text types.</p> | <p>-To read 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.</p> |

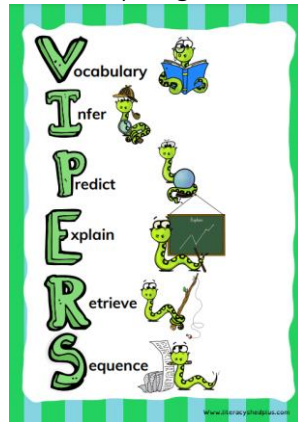
**Prosody, Performance and Discussion**

| EYFS   | Year 1  | Year 2  | Year 3   | Year 4  | Year 5   | Year 6   |
|--|---|---|--|---|--|--|
| <p>-Engage in story times.</p> <p>-Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.</p> <p>-Learn rhymes, poems and songs.</p> <p>-Sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>-Develop storylines in their pretend play.</p> <p>-Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and</p> | <p>-To join in with discussions about a text, taking turns and listening to what others say.</p> <p>-To recite simple poems by heart.</p> | <p>-To participate in discussions about books, poems and other works that are read to them (beyond the level at which they can read independently) and those that they can read for themselves, explaining their understanding and expressing their views.</p> <p>-To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.</p> | <p>-To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud.</p> <p>-To begin to use appropriate intonation and volume when reading aloud.</p> | <p>-To discuss and compare texts from a wide variety of genres and writers.</p> <p>To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry).</p> <p>-To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.</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 participate in debates/ arguments and use relevant details to support their opinions and add humour where appropriate.</p> <p>-To continually show an awareness of the audience when reading out loud using intonation, tone, volume and action.</p> | <p>-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 listen to and make improvements following guidance and feedback on the quality of their explanations and contributions to discussions</p> <p>-To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.</p> |

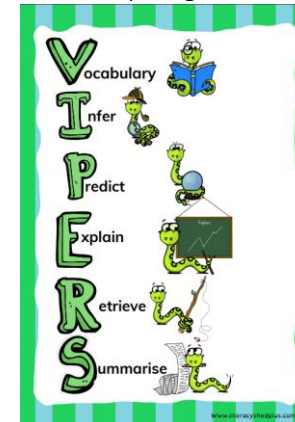
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| <p>small group interactions.</p> <ul style="list-style-type: none"><li>-Make use of props and materials when role playing characters in narratives and stories.</li><li>-Invent, adapt and recount narratives and stories with their peers and their teacher.</li><li>-Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time to music.</li></ul> |  |  |  |  |  |  |
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VIPERS

Key Stage 1



Key Stage 2



Vocabulary

| EYFS   | Year 1   | Year 2   | Year 3   | Year 4   | Year 5  | Year 6  |
|--|--|--|--|--|---|---|
| <p>-Learn new vocabulary.</p> <p>-Use new vocabulary throughout the day.</p> <p>-Use new vocabulary in different contexts.</p> <p>-Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.</p> | <p>-To discuss word meaning and link new meanings to those already known.</p> <p>-To identify words they do/ don't understand.</p> | <p>-To discuss and clarify the meanings of words, linking new meanings to known vocabulary.</p> <p>-To draw on what they already know or on background information and vocabulary provided by the teacher.</p> <p>-To discuss their favourite words and phrases (and their reasoning).</p> <p>-To begin to identify the words in a text that make specific contributions to meaning.</p> | <p>-To check that the text makes sense to them, discussing the meaning of words in context.</p> <p>-To find the meaning of new words using substitution within sentences.</p> <p>-To use dictionaries to check the meaning of words that they have read.</p> <p>-To begin to discuss and analyse the meaning of words that they have read, using simple morphology and etymology (e.g. word families, prefixes, suffixes).</p> | <p>-To discuss and analyse the meaning of words that they have read, using morphology and etymology (e.g. words with a shared root).</p> <p>-To find the meaning of new words using the context of the sentence.</p> <p>-To use different sorts of dictionaries and thesauruses to support learning vocabulary.</p> <p>-To discuss vocabulary used to capture readers' interest and imagination.</p> <p>-To refer to authorial style and features used (e.g. greetings in letters,</p> | <p>-To use and apply morphology and etymology to understand words and their meanings.</p> <p>-To offer alternative suggestions for words used (at times using a thesaurus or writing journal).</p> <p>-To discuss vocabulary used by the author to create effect, including figurative language.</p> <p>-To evaluate the use of authors' language and explain how it has created an impact on the reader.</p> | <p>-To confidently use and apply morphology and etymology to discuss words and their meanings.</p> <p>-To explore the meaning of words in context by 'reading around a word' and independently exploring its meaning in the broader context of a section or paragraph.</p> <p>-To offer antonyms and synonyms for words used.</p> <p>-To analyse and evaluate the use of language, including figurative language and how it is used for effect,</p> |

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|  |  |  | <ul style="list-style-type: none"> <li>-To discuss authors' choice of words and phrases for effect.</li> <li>-To identify and discuss the words in a text that make specific contributions to meaning.</li> <li>-To discuss how specific words/phrases made them feel as a reader.</li> </ul> | <p>a diary written in the first person or the use of presentational devices, such as numbering and headings).</p> <ul style="list-style-type: none"> <li>-To identify how an author's choice of language, structure and presentation contribute to meaning.</li> </ul> | <ul style="list-style-type: none"> <li>-To identify how punctuation can add effect and the impact this has on the reader.</li> </ul> | <p>using technical terminology, such as metaphor, simile, analogy, imagery, style and effect.</p> |
|--|--|--|---|--|--|---|

**Infer**

| EYFS  | Year 1  | Year 2   | Year 3  | Year 4  | Year 5  | Year 6   |
|---|---|--|---|---|---|--|
| <p>-Anticipate (where appropriate) key events in stories.</p> | <ul style="list-style-type: none"> <li>-To begin to make simple inferences based on words and pictures.</li> <li>-To infer basic points about characters' feelings with reference to what they have said.</li> <li>-To link what they have read or have had read to them to their own experiences.</li> </ul> | <ul style="list-style-type: none"> <li>-To make inferences about characters' feelings based on what they say and do.</li> <li>-To make inferences from words and pictures, including more subtle references (with support).</li> <li>-To modify answers to their questions as a story develops.</li> </ul> | <ul style="list-style-type: none"> <li>-To ask and answer questions appropriately, including some inference questions based on characters' feelings, thoughts and motives.</li> <li>-To justify inferences using a point from a text.</li> <li>-To make more subtle inferences about actions and events.</li> </ul> | <ul style="list-style-type: none"> <li>-To draw inferences from characters' feelings, thoughts, motives and actions.</li> <li>-To use more than one piece of evidence to back up inferences.</li> </ul> | <ul style="list-style-type: none"> <li>-To draw inferences from characters' feelings, thoughts and motives that justifies their actions, supporting their views with evidence from the text.</li> <li>-To give two or more pieces of evidence to support an inference (across a whole text).</li> <li>-To infer information from figurative language used.</li> </ul> | <ul style="list-style-type: none"> <li>-To discuss how characters change and develop through texts by drawing inferences based on indirect clues.</li> <li>-To infer characters' feelings, thoughts and motives using a number of supporting pieces of evidence from different places across a text to support each point made.</li> </ul> |

**Predict**

| EYFS  | Year 1   | Year 2   | Year 3   | Year 4  | Year 5  | Year 6  |
|---|--|--|--|---|---|---|
| <p>-Anticipate (where appropriate) key events in stories.</p> | <ul style="list-style-type: none"> <li>-To predict what might happen on the basis of what has been read so far.</li> <li>-To make basic predictions based on their own life experiences.</li> <li>-To begin to explain their predictions in drawings and verbally</li> </ul> | <ul style="list-style-type: none"> <li>-To predict what might happen based on characters, plot and language.</li> <li>-To make logical predictions based on their own knowledge and experiences (including those encountered in other texts).</li> </ul> | <ul style="list-style-type: none"> <li>-To justify predictions using evidence from the text.</li> <li>-To use relevant prior knowledge to make predictions and discuss their justification.</li> </ul> | <ul style="list-style-type: none"> <li>-To justify predictions from details stated and implied.</li> <li>-To use prior knowledge and details from a text to form predictions and justify them.</li> </ul> | <ul style="list-style-type: none"> <li>-To make predictions based on details stated and implied, justifying them in detail with evidence from the text.</li> <li>-To confirm predictions as they read forward.</li> </ul> | <ul style="list-style-type: none"> <li>-To confirm and modify predictions in light of new information.</li> </ul> |



| <u>Explain</u>   |   |   |   |  |   |   |
|--|---|---|---|--|---|---|
| EYFS   | Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
| <p>-Compare and contrast characters from stories, including figures from the past.</p> <p>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> <p>-Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate.</p> | <p>-To say whether or not they enjoyed a text, giving reasons for their answer.</p>   | <p>-To discuss their favourite parts of a text.</p> <p>-To make links between the text they are reading and other texts they have read (including those beyond the level at which they can read independently).</p> <p>-To recognise common features of stories and nonfiction texts.</p>   | <p>-To make links between the text they are reading and other texts they have read.</p> <p>-To recognise and comment on features of stories/non-fiction texts.</p> <p>-To discuss favourite text types.</p> <p>-To identify different character types.</p> <p>-To distinguish between the most important and least important information within a text.</p> | <p>-To identify themes and conventions in a wide range of books.</p> <p>-To discuss favourite text types, providing justified reasons.</p> <p>-To identify different character types across a range of texts.</p>  | <p>-To comment on specific themes common within a genre e.g. triumph of good over evil in myths.</p> <p>-To make connections between book themes.</p> <p>-To explain text preferences giving detailed reasons.</p>                                | <p>-To recognise more complex themes in what they read (such as loss or heroism).</p> <p>-To compare characters, settings and themes across more than one text.</p> <p>-To consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters).</p>  |
| <u>Retrieve</u>  |   |   |   |  |   |   |
| EYFS   | Year 1  | Year 2  | Year 3  | Year 4   | Year 5  | Year 6  |
| <p>-To answer simple questions about a story and its characters.</p>   | <p>-To answer simple questions verbally.</p> <p>-To retrieve information from images.</p> <p>-To find a word(s) within a text to answer a question.</p> <p>-To name key characters and recognise main events.</p> <p>-To recognise the difference between fiction and non-fiction texts.</p> <p>-To discuss the significance of titles and events</p> | <p>-To answer simple questions by reading a text to find relevant information.</p> <p>-To ask and answer questions about a text both verbally and in writing.</p> <p>-To remember significant events, main characters and key information from a text.</p> <p>-To recognise that different types of non-fiction books are often</p> | <p>-To ask and answer a range of questions with evidence including quotes.</p> <p>-To locate relevant information from both fiction and non-fiction texts.</p> <p>-To use appropriate terminology when discussing texts (plot, character, setting).</p> <p>-To retrieve and record information from nonfiction texts using</p>                              | <p>-To use all of the organisational devices available within a nonfiction text to retrieve, record and discuss information.</p> <p>-To confidently skim and scan to find relevant information. –</p> <p>-To use relevant quotes to support answers.</p> | <p>-To ask and answer a range of questions (with evidence including appropriate quotations from texts). -To use knowledge of texts and organisational devices to retrieve, record and discuss information from fiction and non-fiction texts.</p> | <p>-To distinguish independently between statements of fact and opinion, providing reasoned justifications for their views.</p> <p>-To retrieve, record and present information from non-fiction texts.</p> <p>-To use non-fiction materials for purposeful information retrieval (e.g. in reading history, geography and science textbooks) and in contexts where pupils</p> |

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|   |   | structured in different ways.   | contents pages and indexes.<br>-To begin to skim and scan to retrieve information.   |  |   | 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). -To ask questions and follow a line of enquiry. |
| <b>Sequence and Summarise</b>   |   |   |  |  |   |  |
| EYFS  | Year 1  | Year 2  | Year 3   | Year 4   | Year 5  | Year 6   |
| -Retell the story, once they have developed a deep familiarity with the text, some as exact repetition and some in their own words.<br>-Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. | -To retell familiar stories orally in increasing detail.<br>-To begin to discuss how events are linked. | -To retell a wide range of stories, fairy stories and traditional tales using story language.<br>-To order events from a text.<br>-To discuss the sequence of events in books and how items of information are related.<br>-To recognise simple recurring literary language in stories and poetry | -To discuss the sequence of events in texts and how items of information are related.<br>-To give a brief verbal or written summary of a fiction or non-fiction extract/text.<br>-To make simple notes whilst reading. | -To summarise events/main ideas in a paragraph in fiction and non-fiction texts.<br>-To write a brief summary of the main points and important information from an extract/text.<br>-To highlight and make notes on key information while reading. | -To identify main ideas drawn from more than one paragraph and to summarise these.<br>-To highlight and make notes on key information while reading, including the use of bullet points, diagrams, etc. | -To draw out key information and to summarise the main ideas in an entire text.  |

Key Vocabulary

| Year 1   | Year 2   | Year 3  | Year 4   | Year 5  | Year 6  |
|--|--|---|--|---|---|
|  | All key vocabulary from previous year groups plus:   | All key vocabulary from previous year groups plus:  | All key vocabulary from previous year groups plus:   | All key vocabulary from previous year groups plus:  | All key vocabulary from previous year groups plus:  |
| <ul style="list-style-type: none"> <li>• word • sentence • character • feelings • title • story • information book • poem • picture • author • favourite • pretend • take turns • listen • off by heart • describe • retell • find out • notice</li> </ul> | <ul style="list-style-type: none"> <li>• fiction • non-fiction • blurb • illustration • illustrator • index • opening/setting • build-up • problem • resolution • ending • event • structure • detail • repeated language • feature • sentence starter/ opener • role-play • hot-seat • read aloud • rehearse • perform • order • sequence • explain • predict • persuade • understand • inform</li> </ul> | <ul style="list-style-type: none"> <li>• contents page • heading • sub-heading • diagram • presentational device • phrase • vocabulary • genre • audience • purpose • theme • show, don't tell • evidence • plot • paragraph • dialogue • introduction • conclusion • hero • villain • verse/stanza • syllable pattern • couplet • drama • 'in role' • intonation • volume • read for pleasure • recount • discuss • infer • retrieve • recognise • summarise • identify • introduce • skim • scan</li> </ul> | <ul style="list-style-type: none"> <li>• glossary • quote/quotation • summary • key information • repetition • atmosphere • effect • impact • suspense • tension • humour • first person • third person • pace • thoughts • motives • actions • rhyme scheme • rhythm • tone • audience awareness • compare • define • emphasise • develop • link • connect • highlight</li> </ul> | <ul style="list-style-type: none"> <li>• style • structure • layout • informal • formal • slang • organisational device • personification • metaphor • imagery • cohesion • climax • conflict • advance the action • convey the character • presentation • gesture • debate • contrast • reason • prove • revisit • visualise • deduce</li> </ul> | <ul style="list-style-type: none"> <li>• fact • opinion • caption • enquiry • technical terminology • literary device • authorial choice • tone • figurative language • hyperbole/ exaggeration • idiom • onomatopoeia • analogy • enhance • engage • cyclical structure • non-linear structure • flashback • viewpoint • stereotype • character development / developing a character • improvise • non-verbal cue • analyse • evaluate • convey • deduce • resolve • argue • support • capture • symbolise • justify • engage • imply</li> </ul> |