St Martin De Porres Catholic Primary School

Progression of Skills Reading

Word Reading	Reading Comprehension	Phonics
Reception Class – pupils will:		
• Segment the sounds in simple words and blend them together and know which letters represent some of them. • Link sounds to letters, naming and sounding the letters of the alphabet. • Begin to read words and simple sentences. • Use vocabulary and forms of speech that are increasingly influenced by experiences of books. • Sight read some common exception words. • Read aloud books closely matched to improving phonic knowledge.	• Use vocabulary and forms of speech that are increasingly influenced by experiences of books. • Know that information can be retrieved from books and computers.	• Continue a rhyming string. • Hear and say the initial sound in words. • Segment the sounds in simple words and blend them together and know which letters represent some of them. • Read most set 1 sounds. • Blend sounds into words orally. • Speed read most set 1 green cards. • Read RWI storybooks and answer comprehension questions orally.
Year One – pupils will:		
• apply phonic knowledge and skills as the route to decode words • read accurately by blending sounds in unfamiliar words containing GPCs that have been taught • read common exception words, noting unusual correspondences between spelling and sound, and where these occur in the word. • 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 [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) • read aloud books closely matched to their improving phonic knowledge and that do	• develop pleasure in reading, motivation to read, vocabulary and understanding • listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which can be read independently • link what is read or heard read to own experiences • become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics • recognise and join in with predictable phrases • learn to appreciate rhymes and poems, and to recite some by heart • discuss word meanings, linking new meanings to those already known • check that the text makes sense to me as I read and correct inaccurate reading. • discuss the significance of the title and events	• respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes • read all Set 1 sounds • read all Set 2 sounds • blend sounds into words orally • speed read all Set 1 green words • speed read Set 1 red words • Fred-talk most Set 2 words • spell all Set 1 green words • spell most Set 2 green words • read RWI storybooks fluently and answer comprehension questions. • Read non-fiction books linked to phonics.

not require them to use other strategies to work out words. • re-read these books to build up their fluency and confidence in word reading.	• make inferences on the basis of what is being said and done • predict what might happen on the basis of what has been read so far. • participate in discussion about what is read to me, taking turns and listening to what others say • explain clearly understanding of what is read to me	
Year Two – pupils will:		
• 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. • 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 confidence in word reading.	• develop pleasure in reading, motivation to read, vocabulary and understanding • listen to, discuss and express 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 • discuss the sequence of events in books and how items of information are related • become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales • be introduced to non-fiction books that are structured in different ways • recognise simple recurring literary language in stories and poetry • discuss and clarify the meanings of words, linking new meanings to known vocabulary • discuss favourite words and phrases • continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear draw on what I already know or on background information and vocabulary provided by the teacher • check that the text makes sense as I read and correct inaccurate reading • make inferences on the basis of what is being said and done	• attempt to read with intonation to show comprehension • speed read all Set 1 and 2 green words • speed read all red words • read 90-100 words per minute

	• answer and ask questions • participate in discussion about books, poems and other works that are read to me and those that I can read for myself, taking turns and listening to what others say • explain and discuss understanding of books, poems and other material, both those that I listen to and those that they read for myself	
Year Three – pupils will:		
• read further exception words and note the unusual correspondences between spelling and sound, and where these occur in the words.	• develop positive attitudes to reading. • listen to and discuss a wide range of fiction, poetry, plays, non -fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes. • read a wide range of books, including fairy stories, myths and legends, and retell some of these orally. • explain and discuss understanding of what is read • identify basic themes and conventions in a wide range of texts. • prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. • draw on contextual evidence to make sense of what is read, and participate in discussion to explore words with different meanings • ask questions to enhance understanding of the text • infer characters' feelings, thoughts and motives from their actions. • make predictions based on details stated • identify main ideas drawn from more than one paragraph. • identify how the structure and presentation contribute to meaning. • retrieve and record information from non - fiction texts	N/A

	• 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.	
Year Four – pupils will:		
• when reading aloud and reading for meaning – apply a growing knowledge of root words, prefixes and suffixes. • read further exception words & note the unusual correspondences between spelling and sound	• develop positive attitudes to reading. • listen to and discuss a wide range of fiction, poetry, plays, non -fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes. • use a dictionary to check the meaning of words read • read a wide range of books, including fairy N/A stories, myths and legends, and retell some of these orally. • explain and discuss understanding of what is read • prepare play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. • discuss words and phrases that capture the reader's interest and imagination • recognise some different forms of poetry • draw on contextual evidence to make sense of what is read, and participate in discussion to explore words with different meanings • deduce characters' feelings , thoughts and motives from their actions and justify inferences with evidence. • predict what might happen from details stated and implied. • identify main ideas drawn from more than one paragraph and summarise these. • identify how language, structure and presentation contribute to meaning. • retrieve and record information from non - fiction texts. • participate in discussion about both books that are read to	N/A

	them and those they can read for themselves, taking turns and listening to what others say	
Year Five – pupils will:		
• apply 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. • read aloud and understand the meaning of new words	• maintain positive attitudes to reading • continue to read and discuss an increasingly wide range of fiction, poetry, plays, non - fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes • increase 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 • recommend books that have been read to their peers, giving reasons for choices • identify and discuss themes and conventions in and across a wide range of writing • make comparisons within books • learn a wider range of poetry by heart • prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • check that the book makes sense, discussing understanding and exploring the meaning of words in context • ask questions to improve understanding • draw inferences such as inferring characters' feelings, thoughts and motives from their actions predict what might happen from details stated identify key details that support main ideas • explain how language can contribute to the meaning of a text. • comment on how language, including figurative language, is used to contribute to meaning.	N/A

	• distinguish between statements of fact and opinion • retrieve, record and present information from non -fiction • participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas	
Year Six – pupils will:		
• read aloud and understand the meaning of new words	• maintain positive attitudes to reading • continue to read and discuss an increasingly wide range of fiction, poetry, plays, non - fiction and reference books or textbooks • read books that are structured in different ways and read for a range of purposes • increase 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 • recommend books that have been read to their peers, giving reasons for choices • identify and discuss themes and conventions in and across a wide range of writing • make comparisons within and across different texts • prepare plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience • check that the book makes sense, discussing understanding and exploring the meaning of words in context • ask questions to improve understanding • draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • make predictions based on details stated and implied • summarise the main ideas drawn from more than one paragraph, identifying key	N/A

	details that support the main ideas • explain how language, structure, and presentation, can contribute to the meaning of a text • comment on how language, including figurative language, is used to contribute to meaning, considering the impact on the reader. • distinguish between statements of fact and opinion • in non-fiction, retrieve, record and present information to the reader. • participate in discussions about books that are read to me and those I can read for myself, building on my own and others' ideas and challenging views courteously • explain and discuss understanding of what is read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary • provide reasoned justifications for my views.	