



# St John's CE Primary School Reading Progression

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"><li>Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)</li><li>Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)</li><li>Read some taught common exception/ high frequency and familiar words. (LIT)</li><li>Read sentences made up of words with taught sounds and common exception words. (LIT)</li></ul>	<ul style="list-style-type: none"><li>• apply phonic knowledge to decode words</li><li>• speedily read all 40+ letters/groups for 40+ phonemes</li><li>• read accurately by blending taught GPC</li><li>• read common exception words</li><li>• read common suffixes (-s, -es, -ing, -ed, etc.)</li><li>• read multisyllable words containing taught GPCs</li><li>• read contractions and understanding use of apostrophe</li><li>• read aloud phonically-decodable texts</li></ul>	<ul style="list-style-type: none"><li>*secure phonic decoding until reading is fluent</li><li>*read accurately by blending, including alternative sounds for graphemes</li><li>*read multisyllable words containing these graphemes</li><li>*read common suffixes</li><li>*read exception words, noting unusual correspondences</li><li>*read most words quickly &amp; accurately without overt sounding and blending</li></ul>	<ul style="list-style-type: none"><li>*apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet</li><li>*read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word</li></ul>		<ul style="list-style-type: none"><li>*apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet</li></ul>	
Range of Reading	<ul style="list-style-type: none"><li>• Read sentences made up of words with taught sounds and common exception words. (LIT)</li><li>• Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&amp;L)</li><li>• To use non-fiction books to develop new knowledge and vocabulary. (C&amp;L)</li></ul>	<ul style="list-style-type: none"><li>• listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li><li>• being encouraged to link what they read or hear read to their own experiences</li></ul>	<ul style="list-style-type: none"><li>*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</li></ul>	<ul style="list-style-type: none"><li>*listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>*reading books that are structured in different ways and reading for a range of purposes</li></ul>		<ul style="list-style-type: none"><li>*continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li><li>*reading books that are structured in different ways and reading for a range of purposes</li><li>*making comparisons within and across books</li></ul>	
Familiarity with texts	<ul style="list-style-type: none"><li>• Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words. (LIT)</li><li>• To begin to <b>interpret</b> stories, rhymes and poetry; making suggestions for actions and events (images and text). (LIT)</li><li>• To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)</li></ul>	<ul style="list-style-type: none"><li>*becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li><li>*recognising and joining in with predictable phrases</li></ul>	<ul style="list-style-type: none"><li>*becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales</li><li>*recognising simple recurring literary language in stories and poetry</li></ul>	<ul style="list-style-type: none"><li>*increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li><li>*identifying themes and conventions in a wide range of books</li></ul>		<ul style="list-style-type: none"><li>*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</li><li>*identifying and discussing themes and conventions in and across a wide range of writing</li></ul>	
Poetry & Performance	<ul style="list-style-type: none"><li>• To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / <b>independently</b> for others. (C&amp;L)</li></ul>	<ul style="list-style-type: none"><li>*learning to appreciate rhymes and poems, and to recite some by heart</li></ul>	<ul style="list-style-type: none"><li>*continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li></ul>	<ul style="list-style-type: none"><li>*preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action</li><li>*recognising some different forms of poetry</li></ul>		<ul style="list-style-type: none"><li>*learning a wider range of poetry by heart</li><li>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</li></ul>	
Word meanings	<ul style="list-style-type: none"><li>• Talk about elements of a topic using newly introduced vocabulary (C&amp;L)</li></ul>	<ul style="list-style-type: none"><li>*discussing word meanings, linking new meanings to those already known</li></ul>	<ul style="list-style-type: none"><li>*discussing and clarifying the meanings of words, linking new meanings to known vocabulary</li><li>*discussing their favourite words and phrases</li></ul>	<ul style="list-style-type: none"><li>*using dictionaries to check the meaning of words that they have read</li></ul>			
Understanding	<ul style="list-style-type: none"><li>• Understand how to listen carefully. (C&amp;L)</li><li>• Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT)</li><li>• Talk about elements of a topic using newly introduced vocabulary and extending sentences using a range of conjunctions to offer extra explanation and detail. (LIT)</li></ul>	<ul style="list-style-type: none"><li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li></ul>	<ul style="list-style-type: none"><li>*discussing the sequence of events in books and how items of information are related</li><li>*drawing on what they already know or on background information and vocabulary provided by the teacher</li><li>*checking that the text makes sense to them as they read and correcting inaccurate reading</li></ul>	<ul style="list-style-type: none"><li>*checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</li><li>*asking questions to improve their understanding of a text</li><li>*identifying main ideas drawn from more than one paragraph and summarising these</li></ul>		<ul style="list-style-type: none"><li>* checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>*asking questions to improve their understanding</li><li>*summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas</li></ul>	
Inference	<ul style="list-style-type: none"><li>• To begin to interpret stories, rhymes and poetry; making suggestions for actions and events (images and text).(LIT)</li></ul>	<ul style="list-style-type: none"><li>*discussing the significance of the title and events</li><li>*making inferences on the basis of what is being said and done</li></ul>	<ul style="list-style-type: none"><li>*making inferences on the basis of what is being said and done</li><li>*answering and asking questions</li></ul>	<ul style="list-style-type: none"><li>*drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul>		<ul style="list-style-type: none"><li>*drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</li></ul>	
Prediction	<ul style="list-style-type: none"><li>• To talk about and respond to stories, rhymes and poetry; recalling, sequencing and <b>anticipating key events</b> some as exact repetition and some in their own words.</li></ul>	<ul style="list-style-type: none"><li>*predicting what might happen on the basis of what has been read so far</li></ul>	<ul style="list-style-type: none"><li>*predicting what might happen on the basis of what has been read so far</li></ul>	<ul style="list-style-type: none"><li>*predicting what might happen from details stated and implied</li></ul>		<ul style="list-style-type: none"><li>*predicting what might happen from details stated and implied</li></ul>	
Authorial Intent				<ul style="list-style-type: none"><li>*discussing words and phrases that capture the reader’s interest and imagination</li><li>*identifying how language, structure, and presentation contribute to meaning</li></ul>		<ul style="list-style-type: none"><li>*identifying how language, structure and presentation contribute to meaning</li><li>*discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li></ul>	
Non-fiction	<ul style="list-style-type: none"><li>• Talk about and respond with questions to non-fiction books; recalling some facts with <b>increasing explanation</b> and vocabulary in response to questions.</li><li>• Know and explain some differences between fiction and non-fiction books.</li></ul>		<ul style="list-style-type: none"><li>*being introduced to non-fiction books that are structured in different ways</li></ul>	<ul style="list-style-type: none"><li>*retrieve and record information from non-fiction</li></ul>		<ul style="list-style-type: none"><li>*distinguish between statements of fact and opinion</li><li>*retrieve, record and present information from non-fiction</li></ul>	



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Discussing reading	<ul style="list-style-type: none"><li>• Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.</li><li>• Talk about and respond to stories, rhymes and poetry; recalling, sequencing and anticipating key events some as exact repetition and some in their own words.</li><li>• Begin to interpret stories, rhymes and poetry; making suggestions for actions and events.</li><li>• Talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions.</li></ul>	<ul style="list-style-type: none"><li>*participate in discussion about what is read to them, taking turns and listening to what others say</li><li>*explain clearly their understanding of what is read to them</li></ul>	<ul style="list-style-type: none"><li>*participate in discussion about books, poems &amp; other works that are read to them &amp; those that they can read for themselves, taking turns and listening to what others say</li><li>*explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li></ul>	<ul style="list-style-type: none"><li>*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</li></ul>	<ul style="list-style-type: none"><li>*recommending books that they have read to their peers, giving reasons for their choices</li><li>*participate in discussions about books, building on their own and others' ideas and challenging views courteously</li><li>*explain and discuss their understanding of what they have read, including through formal presentations and debates, *provide reasoned justifications for their views</li></ul>
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