



St Gregory's Reading Progression

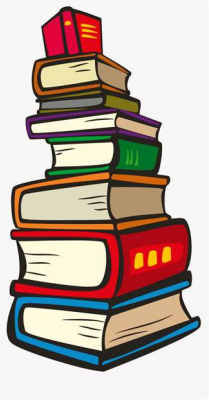


Reading Progression: Language Comprehension

	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<p>VOCABULARY</p> <p>1a Draw on knowledge of vocabulary to understand texts</p> <p>2a Give/explain the meaning of words in context</p>	<p>Children read words and understand simple sentences.</p> <p>Uses vocabulary and forms of speech that are increasingly influenced by their reading experiences.</p>	<p>Discuss word meanings, linking new meanings to those already known.</p> <p>Drawing on what they already know or on background information and vocabulary provided by the teacher.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Being encouraged to link what they read or hear read to their own experiences.</p>	<p>Discussing and clarifying the meanings of words, linking new meanings to known vocabulary.</p> <p>Drawing on what they already know or on background information provided by the teacher.</p> <p>Discussing their favourite words and phrases.</p> <p>Checking that the text makes sense to them as they read and correcting inaccurate reading.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Discussing words and phrases that capture the reader's interest and imagination.</p> <p>Checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>	<p>Using dictionaries to check the meaning of words that they have read.</p> <p>Distinguish between statements of fact and opinion.</p> <p>Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</p> <p>Checking that the book makes sense to them, discussing their understanding and explaining the meaning of words in context.</p>
<p>INFERENCE</p> <p>1d Make inferences from the text</p> <p>2d make inferences from the text/ explain and justify inferences with evidence from the text</p>	<p>Children start to make simple inferences based on pictures.</p>	<p>Making inferences on the basis of what is being said and done.</p> <p>Discussing the significance of the title and events.</p>	<p>Making inferences on the basis of what is being said and done.</p>	<p>Drawing inferences such as inferring characters' feelings thoughts and motives from their actions, and justifying inferences with evidence.</p>	<p>Drawing inferences such as inferring characters' feelings thoughts and motives from their actions, and justifying inferences with evidence.</p> <p>To look for more complex/subtle inferences with clear reasoning.</p>
<p>PREDICTION</p> <p>1e Predict what might happen</p>	<p>Make simple predictions about the story based on the pictures or illustrations in</p>	<p>Predicting what might happen on the basis of what has been read so far.</p>	<p>Predicting what might happen on the basis of what has been read so far</p>	<p>Predicting what might happen from details stated and implied.</p>	<p>Predicting what might happen from details stated and implied.</p>

<p>on the basis of what has been read so far</p> <p>2e Predict what might happen from details stated and implied</p>	<p>the book.</p>			<p>Discuss and predict what might happen in the text, comparing their ideas to those of others and also the actual events in the text as they continue reading.</p> <p>Children begin to record and retrospectively evaluate their own predictions.</p> <p>Children begin to use their knowledge of the genre/author to inform their predictions.</p>	<p>Discuss and predict what might happen in the text, comparing their ideas to those of others and also the actual events in the text as they continue reading.</p> <p>Modify and re-evaluate their predictions in the light of new information discovered as they read.</p> <p>Children begin to use their knowledge of the genre/author to inform their predictions.</p> <p>Children will make more subtle predictions.</p>
<p>EXPLAIN</p> <p>2f identify/explain how information/narrative content is related and contributes to meaning as a whole</p> <p>2g Identify/explain how meaning is enhanced through choice of words and phrases</p> <p>2h Make comparisons within the text</p>	<p>They demonstrate understanding when talking with others about what they have read.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Recognising and joining in with predictable phrases.</p> <p>Explain clearly their understanding of what is read to them.</p>	<p>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.</p> <p>Recognising simple recurring literary language in stories.</p> <p>Being introduced to nonfiction books that are structured in different ways.</p> <p>Explain and discuss their understanding of books, poems and other material, both those that they listen</p>	<p>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.</p> <p>Identifying themes and conventions in a wide range of books.</p> <p>Reading books that are structured in different ways and reading for a range of purposes.</p> <p>Identifying how language, structure and presentation contribute to meaning.</p>	<p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p> <p>Identifying and discussing themes and conventions in and across a range of writing.</p> <p>Reading books that are structured in different ways and reading for a range of purposes</p> <p>Identifying how language, structure and presentation contribute to meaning.</p> <p>Making comparisons within and across books.</p>

			to and those that they read for themselves.	Explain and discuss their understanding of what they have read.	Explain and discuss their understanding of what they have read, including through formal presentations and debates. Recommending books that they have read to their peers, giving reasons for their choices. Provide reasoned justifications of their views.
<p>RETRIEVE</p> <p>1b Identify/explain key aspects of fiction and nonfiction texts, such as characters events, titles and information</p> <p>2b Retrieve and record information/identify key details from fiction and nonfiction</p>	<p>Children begin to answer simple questions about what has just happened in the text that has been read to them.</p> <p>Discuss ways of retrieving information from nonfiction texts.</p>	<p>Asking and answering questions.</p> <p>Answering simple questions about what has just happened in the text that has been read to them.</p> <p>Discuss ways of retrieving information from non-fiction texts.</p>	<p>Asking and answering questions.</p> <p>Answering simple questions about what has just happened in the text that they have read themselves.</p>	<p>Asking questions to improve their understanding.</p> <p>Retrieve and record information from non-fiction.</p> <p>Beginning to use the strategy of 'skimming' to help them to find the location of a key detail within a text.</p> <p>Beginning to use the strategy of 'scanning' in order to retrieve key details from a fiction or nonfiction text.</p>	<p>Asking questions to improve their understanding.</p> <p>Retrieve, record and present information from non-fiction.</p> <p>Children are confident in the strategy of skimming and scanning and check their response by reading closely around the key detail.</p>
<p>SEQUENCE or SUMMARISE</p> <p>1c Identify and explain the sequence of events in texts</p> <p>2c Summarise main ideas from more than one paragraph</p>	<p>Children introduce a storyline or narrative into their play.</p> <p>Children play together cooperatively as part of a group to develop and act out a narrative.</p> <p>Children are supported to</p>	<p>Becoming familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.</p> <p>Children accurately retell simple stories and can discuss how the main</p>	<p>Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</p> <p>Discussing the sequence of events and discussing how items of information are</p>	<p>Identifying main ideas drawn from more than one paragraph and summarising these.</p> <p>Children can distinguish between important and unimportant information in a text and can give a verbal</p>	<p>Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas.</p> <p>Children can distinguish between important and unimportant information in</p>

	retell and sequence narratives by using puppets, story sacks, props etc.	events are related. They may use pictures or simple sentences to re-order events in a story.	related. Children accurately retell simple stories and can discuss how the main events are related, and can pinpoint the most important points in the story.	summary of key points.	a text and can make connections, analyse and evaluate ideas within and between texts.
READING MILESTONES 	Enjoys an increasing range of books.	<p>Listening to and discussing a wide range of poems, stories and nonfiction at a level beyond that which they can read independently.</p> <p>Learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p>Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and nonfiction at a level beyond that at which they can read independently.</p> <p>Continuing 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>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Increasing their familiarity with a wide range of books, including fairy stories, myths, legends, and retelling some of these orally.</p> <p>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</p> <p>Recognising some different forms of poetry.</p>	<p>Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>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.</p> <p>Learning a wider range of poetry by heart, 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.</p>

Reading Progression: Word Recognition

	EYFS	Year 1	Year 2	Year 3 and 4	Year 5 and 6
<p>Phonological awareness -syllables, phonemes etc.</p> <p>Decoding -alphabetic principle, spelling-sound correspondences.</p> <p>Sight recognition -of familiar words.</p>	<p>Use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>Hears and says initial sounds in words.</p> <p>Can segment the sounds in simple words and blend them together; knows which letters represent them.</p> <p>Continues a rhyming string.</p> <p>Read some common irregular words.</p>	<p>Apply phonic knowledge to decode words.</p> <p>Speedily read all 40+letter/groups for 40+ phonemes.</p> <p>Read accurately by blending taught GPCs.</p> <p>Read multisyllabic words containing taught GPCs.</p> <p>Read common exception words.</p> <p>Read common suffixes.</p> <p>Read contractions and understand use of apostrophe.</p> <p>Read aloud phonically-decodable texts.</p>	<p>Secure phonic decoding until reading is fluent.</p> <p>Read most words quickly and accurately without overt sounding and blending.</p> <p>Read accurately by blending, including alternative sounds for graphemes.</p> <p>Read multisyllable words containing familiar graphemes.</p> <p>Read exception words, noting unusual correspondences.</p> <p>Read common suffixes.</p>	<p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet.</p>	<p>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.</p>