

Queensgate Primary School - Reading Progression.



Reading – End of year goals – Looking back and looking forward							
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Word reading / decoding	<p>Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Begin to respond speedily with the correct sound to graphemes taught. Recognise and use the different ways of pronouncing the same taught grapheme; e.g. ow in snow and cow. Read accurately by blending sounds in unfamiliar words by applying words taught. Read tricky words from Level 1+ to 3.</p>	<p>Read aloud accurately books that are consistent with their developing phonic knowledge. Apply phonic knowledge and skills as the route to decode words. Respond speedily with the correct sound to grapheme for the 44 phonemes. Recognise and use the different ways of pronouncing the same grapheme; e.g. ow in snow and cow. Read accurately by blending sounds in unfamiliar words. Read common exception words, noting tricky parts (see below). Read words containing –s, -es, -ing, -ed, -er, -est endings. Split two and three syllable words into the separate syllables to support blending for reading. Read words with contractions e.g. I'm, I'll, we'll and understand that the apostrophe represents the omitted letter.</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation. Re-read books to build up fluency and confidence in word reading. Read frequently encountered words quickly and accurately without overt sounding and blending. Read accurately by blending the sounds in words, especially recognising alternative sounds for graphemes. Read accurately words of two or more syllables that contain alternative sounds for grapheme e.g. shoulder, roundabout, grouping. Read words containing common suffixes For e.g. see Year 2 Spelling Shed) Read further common exception words, noting tricky parts (see Year 2 list).</p>	<p>Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. n-, dis-, mis-, re-, pre-, im-, in-. Use suffixes to understand meanings e.g. -ly, -ous. Read and understand words from the Year 3 list (selected from the statutory Year 3/4 word list).</p>	<p>Use knowledge of root words to understand meanings of words. Use prefixes to understand meanings e.g. in-, ir-, sub-, inter-, super-, anti-, auto-. Use suffixes to understand meanings e.g. -ation, -tion, -ssion, -cian, -sion. Read and understand words from the Year 4 list.</p>	<p>Use knowledge of root words to understand meanings of words. Use suffixes to understand meanings e.g. -ant, -ance, ancy, -ent, ence, -ency, -ible, -able, -ibly, -ably. Read and understand words from the Year 5 list (selected from the statutory Year 5/6 list).</p>	<p>Work out unfamiliar words by focusing on all letters in the word, e.g. not reading invitation for imitation. Use knowledge of root words, prefixes and suffixes to investigate how the meanings of words change e.g. un+happy+ness, dis+repute+ful, re+engage+ment. Use suffixes to understand meanings e.g. -cious, -tious, -tial, - Read and understand words from the Year 6 list (selected from the statutory Year 5/6 word list) Use etymology to help the pronunciation of new words e.g. chef, chalet, machine, brochure – French in origin.</p>
Fluency	<p>Develop fluency, phrasing and accuracy by experiencing modelling and</p>	<p>Develop fluency, phasing and accuracy by re-reading books. Read more challenging texts using phonics</p>	<p>Read longer and less familiar texts independently. Learn and recite a range of poems</p>	<p>Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p>	<p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p>	<p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p>	<p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p>

Queensgate Primary School - Reading Progression.

		familiarity of books.	and common exception word recognition.	using appropriate intonation. Take note of punctuation by using tone and intonation when reading aloud, e.g. pausing at full stops, changing voice in response to an exclamation mark and question mark. Check that texts make sense while reading and self-correct.	Use intonation, tone and volume when reading aloud. Take note of punctuation when reading aloud.			
Comprehension	Define and Explain	Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling a clear focus in the small world area. Introduce and discuss key vocabulary, linking meanings of new words to those already known (vocabulary enrichment and topic).	Recognise and join in with language patterns and repetition. Use patterns and repetition to support oral retelling, e.g. fairy stories, traditional tales and stories by well-known authors. Introduce and discuss key vocabulary, linking meanings of new words to those already known. Activate prior knowledge and draw upon knowledge of vocabulary in order to understand the text.	Recognise the use of repetitive language within a text or poem (e.g. run, run as fast as you can) and across texts (e.g. long, long ago in a land far away...). Identify, discuss and collect favourite words and phrases. Introduce and discuss words within the context of a text, linking new meanings to known vocabulary. Use morphology to work out the meaning of unfamiliar words e.g. terror, terrorised.	Know how to Identify, discuss and collect favourite words and phrases which capture the reader's interest and imagination. Explain the meaning of unfamiliar words by using the context. Know how to use the context of the text to explain the meaning of unfamiliar words. Use dictionaries to check meanings of words they have read.	Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination e.g. metaphors, similes. Explain the meaning of key vocabulary within the context of the text. Use dictionaries to check meanings of words in the texts that they read.	Explore, recognise and use the terms metaphor, simile, imagery. Explain the effect on the reader of the authors' choice of language. Explain the meaning of words within the context of the text - within fiction and non-fiction.	Explain the meaning of new vocabulary within the context of fiction and non-fiction texts. Evaluate how and why authors use language, shades of meaning and a range of figurative devices to impact on the reader.
	Retrieve	Locate parts of text e.g title	Locate parts of text that give particular information, e.g. titles, contents page and labelled diagram. Ask and answer how and why questions and know where to look for information. Check that texts make sense while reading and self-correct.	Locate information from fiction and non-fiction texts e.g. using the contents page, index, labelled diagrams and charts.	Navigate texts in print and on screen – e.g. in Non Fiction - locating contents and subheadings to retrieve information.	Prepare for research by identifying what is already known about the subject and key questions to structure the task. Use skimming and scanning to locate main ideas in a text. Record information from a range of non-fiction texts. Navigate texts, e.g. using contents and index pages, in order to locate and retrieve information (print or on screen).	Use skimming and scanning to locate information efficiently across a range of text types and sources.	Scan for key information e.g. identify words and phrases which tell you the character is frustrated, or find words/phrases which suggest that a theme park is exciting. Skim for gist. Selectively and precisely use a combination of skimming, scanning and close reading across a text to locate detail.

Queensgate Primary School - Reading Progression.

Infer/ Interpret	Discuss the title.	Discuss the title and how it relates to the events in the whole story Make basic inferences about what is being said and done.	Modify their inferences by activating prior knowledge and raise questions e.g. What do we know? What do we want to know? What have we learned? Make inferences about characters and events using evidence from the text e.g. what is the character thinking, saying and feeling?	Draw inferences around characters thoughts, feelings and actions, and justify with evidence from the text (see below) Justify using a single piece of evidence from the text to support one specific point Raise questions during the reading process to deepen understanding e.g. I wonder why the character.	Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence. Justify responses to the text with several pieces of evidence from the text to support one specific point.	Through close reading of the text, re- read and read ahead to locate text clues to support understanding. Infer characters' feelings, thoughts and motives from their actions and justify inferences with evidence from the text. Make comparisons within a text e.g. characters' viewpoints of same events. Justify opinions and elaborate by referring to the text, providing evidence and explaining the evidence	Through close reading, re-read and read ahead to locate clues to support inferences about viewpoints and themes and justify with evidence from the text. Infer characters' feelings, thoughts and motives from their actions, justifying inferences with evidence and explaining the evidence..	
	Predict	Make predictions based on what has been read so far	Make predictions based on what has been read so far	Make predictions based on what has been read with responses linked closely to the story characters, plots and language.	Make predictions based on details stated (obvious) and implied (less obvious), giving reasons	Make predictions based on information stated and implied.	Predict what might happen from information stated and implied	Predict what might happen from information stated and implied, based on their wider understanding of content and themes.
		Explore	Develop and demonstrate their understanding of characters and events through role play and small world. In shared and guided reading give opinions and support with reasons.	Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Give opinions and support with reasons. Explain clearly their understanding of what is read to them. Demonstrate understanding of texts by answering questions related to who, what, where, when, why, how.	Demonstrate understanding of fiction and non-fiction texts by asking and answering who, what, where, when, why, how questions. Explain and discuss their understanding, giving opinions and supporting with reasons. Develop and demonstrate their understanding of characters and events through role play and drama, drawing on language from the text. Make personal reading choices and explain reasons for choices.	Identify and discuss conventions e.g. numbers three and seven in fairy tales, magical sentence repeated several times. Discuss the purpose of paragraphs. Identify a key idea in a paragraph. Evaluate how specific information is organised within a non-fiction text e.g. text boxes, contents, bullet points, glossary, diagrams. Quickly appraise a text to evaluate usefulness. Identify and discuss themes e.g. good over evil, weak and strong, wise and foolish, mean and generous, rich and poor. Analyse and evaluate texts looking at language, structure and presentation e.g. persuasive letter, diary and calligram etc.	Identify, analyse and discuss themes e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals. Analyse and evaluate how specific information is organised within a non-fiction text e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams. Explain how paragraphs are used to order or build up ideas, and how they are linked. Analyse and evaluate texts looking at language, structure and presentation and how these contribute to meaning.	Explore themes within and across texts e.g. loss, heroism, friendship. Identify how language, structure and presentation contribute to meaning e.g. formal letter, informal diary, persuasive speech. Distinguish between statements of fact or opinion within a text.

Queensgate Primary School - Reading Progression.

Authorial Intent				<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>discuss words and phrases that capture the reader's interest and imagination</p> <p>identify how language, structure, and presentation contribute to meaning</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>	<p>identify how language, structure and presentation contribute to meaning</p> <p>discuss and evaluate how authors use language, including figurative language and consider the impact on the reader</p>
Summarise/sequence	<p>Identify and discuss the main events in stories. Identify and discuss the main characters in stories.</p>	<p>Identify and discuss the main events in stories. Identify and discuss the main characters in stories. Recall specific information and basic features of fiction and non-fiction texts, retelling them, in order and identifying some characteristics.</p>	<p>Accurately recount the main events including the sequence in stories and recounts. Discuss how main events are related.</p>	<p>Sequence and discuss the main events in stories and within a paragraph or section. Record information from a range of non-fiction texts. Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p>	<p>Identify main ideas drawn from more than one paragraph and summarise these e.g. character is evil because...1/2/3 reasons, Lyme Park is a worthwhile place to visit because 1/2/3 reasons across a text.</p>	<p>Summarise main ideas events and information drawn from more than one paragraph and identify key details which support this.</p>	<p>Summarise ideas, events and information from the text as a whole. Summarises competing views analyses dialogue at certain points in a story and summarises its purpose e.g. to explain plot, show character and relationships, convey mood or create humour.</p>
Compare		<p>Discuss the significance of the title and events in a given fiction text. Discuss the significance of the title and a range of presentational devices in non-fiction texts.</p>	<p>Discuss favourite words and phrases in a range of texts. Compare their meanings and effects upon the reader. Discuss the sequence of events in books and how items of information are related.</p>	<p>Identify themes and conventions in a wide range of books. Recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales.</p>	<p>Identify themes and conventions in a wide range of books. Compare their meanings and the effects that they have on the reader. Recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Compare the way themes are presented within texts.</p>	<p>Make comparisons within (and across) books. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text (and across more than 1 text). Pupils should be shown how to compare characters, settings, themes and other aspects of what they read.</p>	<p>Making comparisons within and across books. Pupils should be taught to recognise themes in what they read, such as loss or heroism. They should have opportunities to compare characters, consider different accounts of the same event and discuss viewpoints (both of authors and of fictional characters), within a text and across more than 1 text. Pupils should develop their skills in comparing characters, settings, themes and other aspects of what they read. They should be able to justify their views with evidence from the text.</p>

Queensgate Primary School - Reading Progression.

	Relate		<p>Discuss the significance of the title and events in relation to the whole text. Listen frequently to stories, poems and non-fiction that they cannot yet read for themselves, to begin to understand how written language can be structured in order, for example, to build surprise in narratives or to present facts in non-fiction.</p>	<p>Learn and discuss the meaning of new words within the context of texts read, while using morphology (such as prefixes) to work out unknown words.</p>	<p>Check that the text makes sense through discussing understanding and explaining the meaning of words in context. Identify how language, structure, and presentation contribute to meaning. Begin to use familiar non-fiction features independently to navigate through a text. Identifying some basic features of organisation at sentence/text level.</p>	<p>Increase confidence in checking that the text makes sense through discussing understanding and explaining the meaning of words in context. Identify how language, structure, and presentation contribute to meaning. Identify basic features of organisation at sentence/text level. Identify some structural choices with simple comment given.</p>	<p>Check that the book makes sense, discussing understanding and exploring the meaning of words in context. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss features relating to organisation, at sentence/text level, including form, clearly giving some explanation as to why the author might have chosen this structure (with some comment on effectiveness).</p>	<p>Check that the book makes sense, discussing understanding and exploring the meaning of words in context. Identify how language, structure and presentation contribute to meaning. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Discuss and evaluate a range of features, relating to organisation at sentence/text level, and explain how these contribute to the effects achieved. Some detailed exploration of how structural choices support the writer's purpose or theme.</p>
Book Talk	<p>Begin to listen to what others say. Begin to take turns. Orally retell familiar stories in a range of contexts e.g. small world, role play, and storytelling. Access the book area and enjoy listening to books being read by an adult. They begin to take time when choosing a book to read (class library, reading books and book area).</p>	<p>Listen to what others say. Take turns. Relate texts to own experiences. Orally retell familiar stories in a range of contexts e.g. small world, role play, and storytelling. Enjoy and recite rhymes and poems by heart. Make personal reading choices and explain reasons for choices.</p>	<p>Participate in discussion about what is read to them, taking turns and listening to what others say. Make contributions in whole class and group discussion. Consider other points of view. Listen and respond to contributions from others.</p>	<p>Participate in discussion about what is read to them and books they have read independently. Develop and agree on rules for effective discussion. Take turns and listen to what others say. Make and respond to contributions in a variety of group situations e.g. whole class, pairs, guided groups, book circles.</p>	<p>Make and respond to contributions in a variety of group situations e.g. whole class, independent reading groups, book circles. Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say. Develop, agree on and evaluate rules for effective discussion. Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. fairy tales, folk tales, classic poetry, kennings, advertisements, formal speeches, magazines, electronic texts. Prepare poems and play scripts to read aloud, showing understanding through intonation, tone, volume and action.</p>	<p>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. Explain and discuss their understanding of what they have read, including through formal presentations and debates. Prepare formal presentations individually or in groups. Use notes to support presentation of information. Respond to questions generated by a presentation. Participate in debates on an issue related to reading (fiction or non-fiction). Recommend books to their peers with reasons for choices. Express preferences about a wider range of books including modern fiction,</p>	<p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously. Recommend books to their peers with detailed reasons for their opinions. Prepare poems and play scripts to read aloud and perform using dramatic effects.</p>	

Queensgate Primary School - Reading Progression.

					Learn a range of poems by heart and rehearse for performance. Orally retell a range of stories, including less familiar fairy stories, myths and legends.	traditional stories, myths and legends.	
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Reception and Key Stage 1 – relate to the reading domains taken from end of Key Stage 1 assessment

- 1a) Define - draw on knowledge of vocabulary to understand texts
- 1b) Retrieve - identify / explain key aspects of fiction and non-fiction texts, such as characters, events, titles and information
- 1c) Sequence - identify and explain the sequence of events in texts
- 1d) Infer - make inferences from the text
- 1e) Predict - predict what might happen on the basis of what has been read so far

Key Stage 2 – relate to the reading domains taken from end of Key Stage 2 Assessment

- 2a) Define – give/explain the meaning of words in context
- 2b) Retrieve – Retrieve and record information/identify key details from fiction and non-fiction
- 2c) Summarise – Summarise main ideas from more than one paragraph
- 2d) Infer – Make inference from the text. Explain and justify inferences with evidence from the text
- 2e) Predict – Predict what might happen from details stated and implied
- 2f) Relate - Identify/explain how information/content is related and contributes to meaning
- 2g) Explore- Identify/explain how meaning is enhanced through the choice of words and phrases
- 2h) Compare – Make comparisons within the text