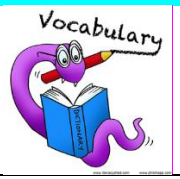
ST. PETER'S CATHOLIC PRIMARY SCHOOL
READING PROGRESSION DOCUMENT

Word Reading

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Hears and says the initial sounds in words. Can segment the sounds in simple words and blend them together and knows which letters represent some of them using the Little Wandle scheme. Links sounds to letters, naming and sounding the letters of the alphabet. Can read and understand simple sentences, using phonic knowledge taught in Little Wandle to decode regular words and read them aloud accurately. Knows that information can be replayed in print and that print carries meaning.	Can read accurately all common graphemes for all 40+ phonemes. Can apply Little Wandle phonic strategies when reading unknown words by accurately segmenting and blending the sounds in words that contain the common graphemes for all 40+ phonemes. Can read most Year 1 common exception words. Read accurately some words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs). Read some words containing the prefixes and suffixes taught using segmenting and blending skill where	Can read all Year 1 and Year 2 common exception words by sight. Fluently read many words of two or more syllables that contain the same grapheme-phoneme correspondences (GPCs). Fluently read some words containing common prefixes and suffixes. Can read words with contractions eg I'm, I'll, we'll, he's Re-reads sentences/books to build up their fluency and confidence in word reading. Read words accurately and fluently without overt sounding and blending.	Can read many words containing prefixes and suffixes taught listed in English Appendix 1 both to read aloud and to understand the meaning of new words they meet. Can confidently read aloud using expression, taking into account a wide range of punctuation ? ! " " … , and text features eg capitalisations, italics and bold. Can read many of the words from the 3/4 word list. Recognises when the text does not make sense and self-corrects.	Can confidently read aloud using expression and intonation, taking into account higher level punctuation () - and text features eg capitalisations, italics and bold. Can read most of the words from the 3/4 word list. Beginning to apply growing knowledge of root words, prefixes and suffixes both to read aloud and understand the meaning of new vocabulary. Beginning to use the text to help work out any unfamiliar words.	Can understand the function of sophisticated punctuation (… ; : - () and ' for contraction and possession and " " for direct speech). Can read many of the 5/6 words correctly. Continues to apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of unfamiliar vocabulary. Can work out the meaning of unknown words from how they are used in context. Can read aloud with pace, fluency, expression and intonation taking punctuation, text features and author's	Can understand and explain the function of sophisticated punctuation (… ; : - () and ' for contraction and possession and "" for direct speech). Can read all of the 5/6 words correctly. Can confidently apply growing knowledge of root words, prefixes and suffixes both to read aloud and to understand the meaning of Unfamiliar vocabulary. Can confidently and independently work out the meaning and understand unknown words from how they are used in context. Can confidently read aloud with pace,

Knows that, in English, print is read from left to right and top to bottom. Insert LW sounds	necessary. (-s, -es, -ing, -ed, -er, -est) Read words with simple contractions eg I'm, I'll, we'll. Re-reads sentences/books to build up their fluency and confidence in word reading using the Little Wandle programme. Knows the function of full stops when reading and confidently shows this when reading aloud. Can read aloud, beginning to take into account . ? ! " " Sometimes recognises when reading does not make sense and self-corrects and is encouraged to re-read for fluency. Insert LW sounds	Can read aloud, taking into account . ? ! "" , … Recognises when reading does not make sense and self-corrects and re-reads for fluency. Read aloud many words accurately without overt segmenting and blending, sounding out most unfamiliar words accurately, without undue hesitation. Insert LW sounds			intention into account.	fluency, expression and intonation taking punctuation, text features and author's intention into account

Vocabulary



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Repeats words and phrases from familiar stories. Fills in the missing words or phrases from a known rhyme, story or game. Can continue a rhyming string. Uses vocabulary and forms of speech that are increasingly influenced by their experience of books. Extends vocabulary by grouping and naming the meaning and sounds of new words. Uses language from stories to imagine and recreate roles and experiences.	Identifies simple and recurring literary language. Identifies the meaning of simple vocabulary in context during discussion with an adult. Explains their understanding of texts that are pitched beyond the level they can read fluently. Identify familiar story telling language e.g 'Once upon a time…'	Comments on the authors use of simple language choices e.g slimy is a good adjective because… Identifies language used to comment on the feelings of a character. Identifies unfamiliar vocabulary with the help of an adult. Identifies a range of standardwords/phrases used at various stages of a narrative e.g. introduction, build up etc. With an adult, discusses and clarifies the meaning of words, linking new meanings to known vocabulary.	Can comment on the author's use of descriptive language. Identifies and understands meanings of a wide range of conjunctions used to link events together. Identifies how specific words and phrases link sections, paragraphs and chapters. Can discuss words and phrases that capture the reader's interest and imagination. Is beginning to comment on how the author's choice of language creates mood, builds tension or creates a picture. Discusses and explores potential meanings of ambitious words,	Can identify examples of descriptive language so that children can explain the mood or atmosphere they create. Notices key words and phrases used to convey passing of time to introduce paragraphs or chapters. Identifies how authors use precise vocabulary to meet the intended purpose/effect. Can comment on how the author's choice of language creates mood, builds tension and creates imagery or atmosphere and how this effects the reader.	Can use a range of strategies to identify the meaning of new vocabulary, including identifying possible synonyms so that children can replace an unfamiliar word in a sentence. Can identify examples of effective language choices and gives reasons for why these are effective.	Can analyse and explain the impact of authors' techniques and use of language e.g. expressive or figurative language, range of sentence structure, repetition etc Identify how the author's choice of language has an impact on the reader. Can explain in detail how the author has used different language features at different points in the text and how this relates to the genre.

			linked to context and knowledge of prefixes and suffixes. Can use dictionaries to check the meaning of words read. Can comment on how the author's choice of language creates mood, builds tension or creates a picture. Identify language features of some different text types.	Clarifying meanings of ambitious words and /or phrases in context. Can understand that figurative language creates imagery. Identify language features of some mixed genre texts.		

Inference

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Discusses feelings in a story.	Can answer questions, making simple inferences about characters and events in the story. Beginning to answer questions and make inferences on the basis of what is being said and done in a familiar book that is read to them.	Can asks and answer questions and make some inferences on the basis of what is being said and done.	Can discuss reasons for actions and events based on evidence in the text. Can sometimes empathise with Different characters' points of view in order to explain what characters are thinking/feeling. Is beginning to read between the lines to interpret meaning and/or explain what characters are thinking/feeling and the way they act. Can use clues from action, description and dialogue to establish meaning.	Can use inference and deduction skills to discuss messages, moods, feelings and attitudes using clues from the text. Can identify the point of view from which a story is told and how this affects the reader's response. Can confidently infer and deduce meaning based on evidence drawn from different points in the text.	Is beginning to infer and evaluate how messages, mood, feelings and attitudes are conveyed in poetry, prose and non-fiction making reference to the text.	Can infer, deduce and evaluate how messages, mood, feelings and attitudes are conveyed in poetry, prose and non-fiction making reference to the text. Can confidently identify and explain different characters' points of view and how this impacts on the reader.

Predict

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Joins in with a repeated chorus or catchphrase and anticipates key events and phrases in rhymes and stories. Suggests how the story might end.	Can use the front cover and book title, illustrations and blurb to make predictions about the content of the text. Can make simple predictions about characters and events in the story. Can make plausible predictions based on what has been read so far and own experiences.	Can make plausible predictions about a text using a range of clues, based on what they have read. Is beginning to ask questions about the text.	Can make plausible predictions based on knowledge from the text, other books and own experience. Asks questions about the text based on what has been read.	Can explore alternatives that could have occurred in texts referring to text to justify their ideas. Can refer to the text to support predictions. Is beginning to ask questions to Improve understanding.	Asks questions to provoke predictions about the text based on what has already been read. Can refer to the text to support and justify predictions and opinions.	Can confidently ask questions to Improve understanding and make plausible predictions. Can refer to the text to support and justify predictions and 0pinions.

Explain

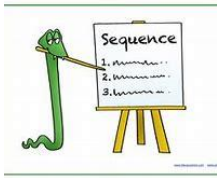
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Uses talk to clarify thinking about opinions of the text.	Can relate stories/texts to their own experiences, including story settings and events. Beginning to make comparisons between texts.	Can provide simple explanations about events or information in the text. Makes comparisons between texts. Can relate stories/texts to their own experiences, drawing on what they already know and vocabulary provided by the teacher. Can listen to, discuss and express views about a wide range of texts including fiction, nonfiction and poetry at a level beyond what they can read independently. (inc high quality texts by well know authors).	Can explain how and why main characters act in certain ways in a story using evidence from the text. When prompted can justify and elaborate on opinions and predictions referring back to the text for evidence. Can recognise how a character is presented in different ways and respond to this by reference to the text. Can listen to, discuss and express views about a wide range of texts including fiction (inc fairy tales and myths and legends), non-fiction and poetry (inc high quality texts by well know authors). Can discuss and give opinions on reading preferences e.g. favourite author, book type.	Can understand and explain different characters' points of view. Can identify the relationships between characters, explaining the effects this has on the reader e.g. how the characters behave in different ways as they interact with different people and/or different setting. When prompted can justify and elaborate on opinions and predictions referring back to the text for evidence. Can use clues from action, description and dialogue to establish meaning. Can talk about how a character could be seen in different ways depending on how the author	Can explain a character's motives throughout a story and use evidence throughout the text to back up opinions. Can recognise which character the writer wants the reader to like or dislike and what techniques they have used to achieve this. Can comment on the success of texts in provoking particular responses e.g anger and sadness. Can sometimes recognise the use of irony and comment on the writer's intention. E.g sarcasm, insincerity, mockery. Is beginning to make comparisons within and across texts.	Can use quotation and text references to support ideas and arguments. Can combine information from different reading sources with increasing precision to produce meaningful information (referring to other texts to support an argument). Can clearly identify and explain the writer's viewpoint making reference to the text. Can evaluate the success of a text providing evidence that refers the language, theme and style. Can discuss how the historical, social or cultural context of a

			Can identify the differences between a wide range of nonfiction text types (e.g. explanations, instructions).	chooses to portray them. Can discuss how an author has built a character from action, description and dialogue. Can discuss the work of some established authors and knows what is special about their work. Can justify preferences in terms of authors' style and themes.	Can confidently identify and explain different characters' points of view and how this impacts on the reader. Is beginning to identify the purpose, audience and organisation of different fiction/non-fiction texts and evaluate the success of each of these elements. Can evaluate the success of a text providing evidence that refers the language, theme and style. Is beginning to decide on the quality and usefulness of a range of text and explain clearly to others. Can identify why a long established novel may have retained its lasting appeal.	text can affect its meaning (either the context within which the writer has written or the context within which the reader is reading) and how this can change over time. Can identify and discuss implicit and explicit point of view in some texts at an appropriate level and standard. Can explain how impact on the reader has been created by the writing. Can identify why a long established novel may have retained its lasting appeal. Can make comparisons within and across texts. Can recognise the use of irony and comment on the writer's intention. E.g sarcasm, insincerity, mockery.

Retrieval

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Can answer simple questions about a text.	Beginning to locate specific information on a given page in response to a direct question. Can answer simple questions/find information in response to a direct, literal question.	Can locate specific information on a given page in response to a direct question through developing the skills of skimming and scanning.	Can locate information by skimming and scanning. Retrieve and record information from fiction and non-fiction texts. Is beginning to distinguish between fact and opinion in text.	Can locate information by confidently skimming and scanning. Can use knowledge of text structure to locate information. Can identify and distinguish difference between fact and opinion in text. Can quote directly from the text to answer questions. Locate information quickly and effectively from a range of sources by techniques such as text marking and using indexes.	Can skim and scan non-fiction texts at speed for research. Can retrieve and collate key ideas and information from a range of sources. Can distinguish between statements of fact and opinion, justifying these choices.	Can skim and scan non-fiction texts at speed for research to locate information accurately. Can retrieve and collate key ideas and information at key points in a text and across a range of texts. Can distinguish between statements of fact and opinion.

Sequence (EYFS/KS1)/Summarise (KS2)



EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Uses talk to sequence events from a text.	Can retell a known and unknown story (beginning, middle and end). Can discuss and explain the significance of the title and events in the text.	Can retell a wide range of stories including fairy stories and traditional tales. Can discuss the sequence of events in books and how items of information are related.	Can summarise and explain the main points in a text and referring back to the text to support this. Can identify and explore some straightforward underlining themes and conventions in a wide range of books.	Can identify main ideas from more than paragraph and summarise these.	Is beginning to summarise the main ideas drawn from more than one paragraph.	Can identify the genre of the text through language, theme, conventions and style. Can summarise information across a range of texts. Can reflect on the wider consequences or significance of information, ideas or events in the text as a whole e.g how one small incident alters the whole course of the story.

Structure

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Beginning to be aware of the way a story is structured.	Is beginning to distinguish between fiction and non-fiction. Is beginning to recognise the features of fiction and non-fiction texts, eg contents page, headings, glossary, index. Is beginning to use contents, glossary and index pages in texts.	Is beginning to recognise the features of fiction and non-fiction texts, eg contents page, headings, glossary, index. Is beginning to use contents, glossary and index pages in texts.	Can read books that are structured in different ways and read for a range of purposes. Understands the purposes of paragraphs/chapters in texts. Identify how presentation features contribute to meaning eg bold, capitalisation and italics. Is able to quote directly from the text to support thoughts and discussions. Is beginning to identify between different fiction genres.	Can compare the structure of different stories to discover how they differ in pace, build-up, problem, resolution and ending. Can identify the ways in which paragraphs are linked e.g. use of sequencing adverbs, pronouns for character continuity.	Is beginning to explain the structural devices an author has used to organise a text. Can discuss the message a text has about oursociety, a particular culture or traditions from the past.	Can identify the purpose, audience and organisational structure of different fiction/non-fiction texts and evaluate the success of each of these elements. Can explain the structural devices an author has used to organise a text. Can give a detailed insight into how the structural choices support the writer's theme or purpose.