

SOUTH CAMBERLEY PRIMARY AND NURSERY SCHOOL
READING PROGRESSION OF SKILLS



READING				
	Word Reading	Develop Pleasure of Reading	Discussion and Understanding	Book Knowledge and Handling
Nursery	<ul style="list-style-type: none"> - Show awareness of rhyme and alliteration. - Recognise rhythm in spoken words. - Recognise familiar words and signs such as own name and advertising logos. 	<ul style="list-style-type: none"> - Listens to others one to one or in small groups, when conversation interests them. - Enjoys rhyming and rhythmic activities. - Listens to stories with increasing attention and recall. - Shows interest in illustrations and print in books and the environment. - Listens to and joins in with stories and poems, one to one and also in small groups. 	<ul style="list-style-type: none"> - Suggests how the story might end. - Describes main story setting, events and key characters. - Anticipates key events and phrases in rhymes and stories. 	<ul style="list-style-type: none"> - Looks at books independently. - Handles books carefully. - Knows information can be relayed in the form of print. - Holds books the correct way up and turns pages. - Knows that print carries meaning and in English, is read from left to right and top to bottom. - Begins to be aware of the way stories are structured.
YR	<ul style="list-style-type: none"> - Able to follow a story without pictures or props. - Continues a rhyming string. - Hears and says the initial sounds in words. - Can segment the sounds in simple words and blend them together. - Links sounds to letters, naming and sounding the letters of the alphabet. - Begins to read words and simple sentences. - Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. 	<ul style="list-style-type: none"> - Understands humour e.g. nonsense rhymes, jokes. - Enjoys an increasing range of books. 	<ul style="list-style-type: none"> - Listens and responds to ideas expressed by others in conversation or discussion. 	<ul style="list-style-type: none"> - Knows that information can be retrieved from books and computers.
ELG	<ul style="list-style-type: none"> - Read and understand simple sentences. - Use phonic knowledge to decode regular words and read them aloud accurately. - Read some common irregular words. - Demonstrate understanding when talking to others about what they have read. 			
	Word Reading	Develop Pleasure of Reading	Comprehension Skills	Discussion and Understanding
Y1	<ul style="list-style-type: none"> - Apply phonic knowledge and skills as a route to decode words. - Respond speedily with the correct sound to graphemes for all 40+ phonemes including, where applicable, alternative sounds to graphemes. 	<ul style="list-style-type: none"> - Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. - Being encouraged to link what they read or hear read to their own experiences. 	<ul style="list-style-type: none"> - Draw on what they already know or on background information and vocabulary provided by the teacher. - Check that the text makes sense to them as they read and correct inaccurate reading. - Discuss the significance of the title and events. 	<ul style="list-style-type: none"> - Participate in discussion about what is read to them, taking turns and listening to what others say. - Explain clearly their understanding of what is read to them. - Discuss word meanings, linking new meanings to those already known.

	<ul style="list-style-type: none"> - Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. - Read common exception words, noting unusual correspondence 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. 	<ul style="list-style-type: none"> - Become familiar with key stories, fairy stories and traditional tales, retell them and consider their characteristics. - Recognise and join in with predictable phrases. - Learn to appreciate rhymes and poems and to recite some by heart. 	<ul style="list-style-type: none"> - Make inferences of what is being said and done. - Predict what might happen on the basis of what has been read so far. 	
Y2	<ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Listen to, discuss and express views on a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. - Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. - Being introduced to non-fiction books that are structured in different ways. - Recognise simple recurring literacy language in stories and poetry. - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. 	<ul style="list-style-type: none"> - Draw on what they already know or on background information and vocabulary provided by the teacher. - Check that the text makes sense to them as they read and correct inaccurate reading. - Make inferences on the basis of what is being said and done. - Answer and ask questions. - Predict what might happen on the basis of what has been read so far. 	<ul style="list-style-type: none"> - 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. - Explain and discuss their understanding of books, poems, and other material, both those that they listen to and those that they read for themselves. - Discuss the sequence of events in books and how items of information are related. - Discuss and clarify the meanings of words, linking new meanings to known vocabulary. - Discuss their favourite words and phrases.
Y3	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the usual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> - 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 dictionaries to check the meaning of words they have read. 	<ul style="list-style-type: none"> - Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Ask questions to improve their understanding of a text drawing inferences such as inferring characters feelings, thoughts and motives from 	<ul style="list-style-type: none"> - 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. - Discuss words and phrases that capture the reader’s interest and imagination.

		<ul style="list-style-type: none"> - Increase their familiarity with a wide range of books. Including fairy stories, myths and legends and retelling some of these orally. - Identify themes and conventions in a wide range of books. - Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. - Recognise some different forms of poetry (for example, free verse, and narrative poetry). 	<ul style="list-style-type: none"> their actions and justifying inferences with evidence. - Predict what might happen from details stated and implied. - Identify main ideas drawn from more than one paragraph and summarising these. - Identify how language, structure and presentation contribute to meaning. - Retrieve and record information from non-fiction. 	
Y4	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. - Read further exception words, noting the usual correspondences between spelling and sound, and where these occur in the word. 	<ul style="list-style-type: none"> - 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 dictionaries to check the meaning of words they have read. - Increase their familiarity with a wide range of books. Including fairy stories, myths and legends and retelling some of these orally. - Identify themes and conventions in a wide range of books. - Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action. - Recognise some different forms of poetry (for example, free verse, and narrative poetry). 	<ul style="list-style-type: none"> - Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Ask questions to improve their understanding of a text drawing inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. - Predict what might happen from details stated and implied. - Identify main ideas drawn from more than one paragraph and summarising these. - Identify how language, structure and presentation contribute to meaning. - Retrieve and record information from non-fiction. 	<ul style="list-style-type: none"> - 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. - Discuss words and phrases that capture the reader's interest and imagination.
Y5	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> - Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. 	<ul style="list-style-type: none"> - Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Ask questions to improve their understanding. 	<ul style="list-style-type: none"> - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - Distinguish between statements of fact and opinion.

		<ul style="list-style-type: none"> - Read books that are structured in different ways and read for a range of purposes. - Increase their familiarity with a wide range of books. Including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions in English. - Recommend books that they have read to their peers, giving reasons for their choices. - Identify and discuss themes and conventions in and across a wide range of writing. - Make comparisons within and across books. - Learn a wider range of poetry by heart. - Prepare 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. 	<ul style="list-style-type: none"> - Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. - Predict what might happen from details stated and implied. - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identify how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> - Retrieve, record and present information from non-fiction. - 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, maintaining a focus on the topic and using notes where necessary. - Provide reasoned justifications for their views.
<p>Y6</p>	<ul style="list-style-type: none"> - Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet. 	<ul style="list-style-type: none"> - 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 their familiarity with a wide range of books. Including myths, legends and traditional stories, modern fiction, fiction from our literacy heritage, and books from other cultures and traditions in English. - Recommend books that they have read to their peers, giving reasons for their choices. 	<ul style="list-style-type: none"> - Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. - Ask questions to improve their understanding. - Draw inferences such as inferring characters feelings, thoughts and motives from their actions and justifying inferences with evidence. - Predict what might happen from details stated and implied. - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. - Identify how language, structure and presentation contribute to meaning. 	<ul style="list-style-type: none"> - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. - Distinguish between statements of fact and opinion. - Retrieve, record and present information from non-fiction. - 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,

		<ul style="list-style-type: none">- Identify and discuss themes and conventions in and across a wide range of writing.- Make comparisons within and across books.- Learn a wider range of poetry by heart.- Prepare 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>maintaining a focus on the topic and using notes where necessary. -Provide reasoned justifications for their views.</p>
--	--	---	--	--