Blofield Primary Reading Progression

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| **Key skill/ knowledge** | **Year Reception** | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Phonics &** **Decoding** |

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| * Identify the taught GPCs (the sounds that the letters make) including some digraphs. (LIT)
* Blend the taught sounds to read CVC, CVCC and CCVC words. (LIT)
* Read some taught common exception/ high frequency and familiar words. (LIT)
* Read sentences made up of words with taught sounds and common exception words. (LIT)
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| * To apply phonic knowledge to decode words
* read aloud phonically-decodable texts
* re-read books to build fluency and confidence
* read simple sentences and understand the meaning including what a pronoun is (extra)
* speedily read all 40+ letters /groups for 40+ phonemes including alternative sounds for graphemes
* read Year 1 common exception words noting unusual correspondences between spelling and sound (identifying where they appear)
* read polysyllabic words containing taught GPCs
* read common suffixes (–s, –es, –ing, –ed, –er and –est)
* read contractions and understand that the apostrophe represents the omitted letter(s)
* read accurately by blending taught GPCs
* begin to develop some fluency and expression, pausing at full stops
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| * To continue to apply phonic decoding until automatic and reading is fluent
* read common suffixes (-ed, -ing,-er, -est, -y, -er, -ment, -ful, -ness, -less, -ly
* re-read books to build up fluency and confidence in word reading
* note punctuation to read with appropriate expression
* read accurately by blending, including alternative sounds for graphemes
* read Year 2 common exception words, noting unusual correspondences
* read aloud books matched to phonic knowledge by sounding out unfamiliar words automatically
* read polysyllabic words containing above graphemes
* read most words quickly & accurately without overt sounding and blending
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| * To begin to 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 they meet
* read the further exception words for Year 3, noting the unusual correspondences between spelling and sound, and where these occur in the word
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| * To continue to 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 they meet
* read the further exception words for Year 4, noting the unusual correspondences between spelling and sound, and where these occur in the word
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| * To apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), with more confidence, both to read aloud and to understand the meaning of new words that they meet
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| * To confidently 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
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| **Range of Reading** |

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| * To read sentences made up of words with taught sounds and common exception words. (LIT)
* Listen to, talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events and innovating. (C&L)
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| * To listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently
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| * To listen to, discuss and express 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
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| * To continue to 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 reading for a range of purposes
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| * To 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 reading for a range of purposes
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| * To 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
* begin to make more comparisons within and across books
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| * To 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
* make comparisons within and across books with increasing confidence
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| **Familiarity with texts** | * To 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)
* To begin to **interpret** stories, rhymes and poetry**;** making suggestions for actions and events (images and text). (LIT)
* To talk about and respond with questions to non-fiction books; recalling some facts with increasing explanation and vocabulary in response to questions. (LIT)
 | * To recognise, retell and join in with predictable phrases
* become familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics
 | * To become increasingly familiar with, and retell a wider range of stories, fairy stories and traditional tales
* recognise simple recurring literary language in stories and poetry
 | * To increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
* Begin to identify themes and conventions in a wide range of books
 | * To continue to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally
* Continue to identify themes and conventions in a wide range of books
 | * To increase 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
* identify and discuss themes and conventions in and across a wide range of writing
 | * To continue to increase 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
* identify and discuss themes and conventions in and across a wide range of writing
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| **Poetry** **& performance** | * To listen and sing nursery rhymes and songs, recalling whole songs and rhymes singing some independently and performing in groups / **independently** for others. (C&L)
 | * To learn to appreciate rhymes and poems, and to recite some by heart
 | * To continue to build up a repertoire of poems learnt by heart, appreciate these and recite some, with appropriate intonation to make the meaning clear

  | * To begin to prepare poems and play scripts to read aloud and to perform, beginning to show understanding through intonation, tone, volume and action
* recognise some different forms of poetry
 | * To prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
* recognise some different forms of poetry
 | * To learn 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
 | * To learn a wider range of poetry by heart, preparing poems and plays to read aloud and to perform confidently, showing understanding through intonation, tone and volume so that the meaning is clear to an audience
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| **Word meanings** | * To talk about elements of a topic using **newly introduced vocabulary** (C&L)
 | * To discuss word meanings and link new meanings to words already known
* draw upon knowledge of vocabulary in order to understand the text
* join in with predictable phrases
* use vocabulary given by the teacher
* discuss his/her favourite words and phrases
 | * To discuss and clarify the meanings of words and link new meanings to known vocabulary
* discuss their favourite words and phrases
* recognise some recurring language in stories and poems
 | * To begin to use dictionaries to check the meaning of words that they have read
* Begin to discuss words that capture the readers interest or imagination
* identify how language choices help build meaning
* find the meaning of new words using substitution within a sentence
 | * To use dictionaries to check the meaning of words that they have read
* use a thesaurus to find synonyms
* discuss why words have been chosen and the effect these have on the reader
* begin to explain how words can capture the interest of the reader
* discuss new and unusual vocabulary and clarify the meaning of these
* find the meaning of new words using the context of the sentence
 | * To explore the meaning of words in context, confidently using a dictionary
* investigate alternative word choices that could be made
* begin to look at the use of figurative language
* use a thesaurus to find synonyms for a larger variety of words
* read around the word’ and explore its meaning in the broader context of a section or paragraph
 | * To use dictionaries to check the meaning of words that they have read
* find examples of figurative language and how this impacts the reader and contributes to meaning or mood
* discuss how presentation and structure contribute to meaning
* explore the meaning of words in context by ‘reading around the word’ and independently explore its meaning in the broader context of a section or paragraph
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| **Understanding** | * To understand how to listen carefully. (C&L)
* Respond to stories (rhymes and songs) with actions, relevant comments, questions; recalling key events. (LIT)
* 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)
 | * To draw on what they already know or on background information and vocabulary provided by the teacher
* be encouraged to link what they read or hear read to their own experiences
* answer a question about what has just happened in a story
* develop own knowledge of retrieval through images
* recognize characters, events, titles and information
* sequence the events of a story they are familiar with
* begin to discuss how events are linked
 | * To draw on what they already know or on background information and vocabulary provided by the teacher
* begin to discuss how events are linked focusing on the main content of the story
* make links between a current book and those already read
* check that the text makes sense to them as they read and correct inaccurate reading
* remember significant event and key information about the text that they have read
* order and discuss the sequence of events in books and how items of information are related
* retell using a wider variety of story language
* independently read and answer simple questions about what has just been read
 | * To check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
* begin to ask questions to improve their understanding of a text
* begin to identify themes, morals and messages from a wide range of books
* identify main ideas drawn from a key paragraph or page and summarise these
* begin to distinguish between the important and less important information in a text
* give a brief verbal summary of a story
* begin to learn the skill of ‘skim and scan’ to retrieve details
* begin to use quotations from the text
 | * To check that the text makes sense to them, discuss their understanding and explain the meaning of words in context
* continue to ask questions to improve their understanding of a text
* identify themes, morals and messages from a wide range of books
* use verbal skills from Y3 to write a brief summary of main points, identifying and using important information
* identify main ideas drawn from more than one paragraph
* summarise whole paragraphs, chapters or texts
* continue to develop ‘skim and scan’ skills texts to retrieve and record details
* use relevant quotes to support own answers to questions
 | * To check that the book makes sense to them, discuss their understanding and explore the meaning of words in context
* ask clear questions to improve their understanding of a text
* summarise the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas
* make connections between information across the text and include this in an answer
* identify and discuss the themes or conventions from a chapter or text, across a wide range of writing
* increasingly skim and scan, and also use the skill of reading before and after to retrieve information
* use evidence from across larger sections of text

  | * To check that the book makes sense to them, discuss their understanding and explore the meaning of words in context
* ask questions confidently to improve their understanding and follow a line of enquiry
* summarise information from more than one paragraph across a text and link information by analysing and evaluating ideas between sections of the text
* make comparisons across different books
* confidently skim and scan, and also use the skill of reading before and after to retrieve information
* use evidence from across whole chapters or texts
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| **Inference** | * To begin to **interpret** stories, rhymes and poetry**;** making suggestions for actions and events (images and text).(LIT)
 | * To discuss the significance of the title and events
* children make basic inferences about characters’ feelings by using what they say as evidence
* infer basic points with direct reference to the pictures and words in the text
* discuss the significance of the title and events
 | * To infer basic points and begin, with support, to pick up on subtler references
* answer and ask questions and modify answers as the story progresses
* use pictures or words to make inferences
 | * To begin to draw inferences such as inferring characters’ feelings, thoughts and motives from their actions
* begin to justify inferences by referencing a specific point in the text
* ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives
* make inferences about actions or events
 | * To ask and answer questions appropriately, including some simple inference questions based on characters’ feelings, thoughts and motives (I know this because questions)
* consolidate the skill of justifying them using a specific reference point in the text
* begin to use more than one piece of evidence to justify their answer
 | * To make inferences about actions, feelings, events or states
* begin to use figurative language to infer meaning
* give one or two pieces of evidence to support the point they are making
* begin to draw evidence from more than one place across a text
 | * discuss how characters change and develop through texts by drawing inferences based on indirect clues
* make inferences about events, feelings, states backing these up with evidence
* infer characters’ feelings, thoughts and motives, giving more than one piece of evidence to support each point made, drawing evidence from different places across the text
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| **Prediction** | * To 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.
 | * To make simple predictions based on the story, characters and plot, and on their own life experience.
* begin to explain these ideas verbally or though pictures
 | * To make predictions using their own knowledge as well as what has happened so far regarding plot, character and language, to make logical predictions and give explanations of them
 | * To use relevant prior knowledge to make predictions and begin to justify them.
* use begin to use details from the text to form further predictions
 | * To use relevant prior knowledge as well as details from the text to form predictions and to justify them
* monitor these predictions and compare them with the text as they read on
 | * To predict what might happen from details stated and implied
* support predictions with relevant evidence from the text
* confirm and modify predictions as they read on
 | * To confidently predict what might happen from details stated and implied
* Confidently support predictions by using relevant evidence from the text
* confirm and modify predictions in light of new information
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| **Authorial intent** |  |  |  | * To begin to discuss words and phrases that capture the reader’s interest and imagination
* with support, begin to identify how language, structure, and presentation contribute to meaning
* with support, begin to recognise authorial choices and the purpose of these
 | * To discuss words and phrases that capture the reader’s interest and imagination
* begin to identify more independently, how language, structure, and presentation contribute to meaning
* begin to recognise more independently, authorial choices and the purpose of these
 | * To independently identify how language, structure and presentation contribute to meaning
* discuss and evaluate in more detail, how authors use language, including figurative language and consider the impact on the reader
 | * To confidently identify how language, structure and presentation contribute to meaning
* Confidently discuss and evaluate how authors use language, including figurative language and consider the impact on the reader
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| **Non-fiction** | * Talk about and respond with questions to non-fiction books;
* Know and explain some differences between fiction and non-fiction books.
* To use non-fiction books to develop new knowledge
 | * listen to and discuss a range of non-fiction at a level beyond that at which they can read independently
 | * be introduced to non-fiction books that are structured in different ways
 | * Begin to retrieve and record information from non-fiction texts
* use contents page and subheadings to locate information
 | * retrieve and record information from non-fiction texts
* use contents page and subheadings and a glossary for information
 | * Begin to distinguish between statements of fact and opinion
* retrieve, record and present information from non-fiction texts
 | * To distinguish between statements of fact and opinion
* retrieve, record and present information from non-fiction texts
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| **Discussing Reading** | * Talk about and respond to stories (rhymes and songs) with actions, relevant comments, questions.
* 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.
* Begin to **interpret** stories, rhymes and poetry**;** making suggestions for actions and events.
* Talk about and respond with questions to non-fiction books; recalling some facts with **increasing explanation** and vocabulary in response to questions.
 | * To participate in discussion about what is read to them by taking turns and listening to what others say
* explain clearly their understanding of what is read to them
* give own opinion including likes and dislikes
* link what they read or hear to their own experiences
* explain clearly own understanding of what has been read to them
* express views about events or characters
 | * To participate in discussion about books, poems & other works that are read to them & those that they can read for themselves by taking turns and listening to what others say -
* express own views about a book or poem
* discuss some similarities between books
 | * To participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say -
* discuss the features of a range of fiction, poetry, non-fiction and reference books
* begin to identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts
 | * To participate in discussion about both books that are read to them and those they can read for themselves by taking turns and listening to what others say -
* discuss words and phrases that capture the reader’s interest and imagination
* identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.
 | * To participate in discussions about books, building on their own and others’ ideas and challenging views courteously
* To recommend books that they have read to their peers and giving reasons for their choices
* explain and discuss their understanding of what they have read, including through formal presentations and debates
* provide reasoned justifications for their views
* discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
* identify how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts.
 | * To participate confidently in discussions about books, building on their own and others’ ideas and challenging views courteously
* To recommend books that they have read to their peers in detail providing increasingly reasoned justification for own views
* 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
* explain and discuss own understanding of what they have read, including through formal presentations and debates
* distinguish between fact, opinion and bias explaining how they know this
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