**Spalding Parish Church of England Day School**

**Reading Progression**

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|  | **Year 1** | **Year 2** | **Year 3** | **Year 4** | **Year 5** | **Year 6** |
| **Decoding** | Apply phonic knowledge to decode words  Speedily read all 40+ letters/groups for 40+ phonemes  Read accurately by blending taught GPC  Read common exception words  Read common suffixes (-s, -es, -ing, -ed, etc.)  Read multisyllable words containing taught GPCs  Read contractions and understanding use of apostrophe read aloud phonically-decodable texts | Secure phonic decoding until reading is fluently  Read accurately by blending, including alternative sounds for graphemes  Read multisyllable words containing these graphemes  Read common suffixes  Read exception words, noting unusual correspondences  Read most words quickly & accurately without overt sounding and blending | Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | Apply growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word | Apply 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 | Apply 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 |
| **Range of reading** | 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 | 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 | Listen to and discussing 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 | 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 | 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 reading for a range of purposes  Make comparisons within and across books | 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 reading for a range of purposes  Make comparisons within and across books |
| **Familiarity with texts** | Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  Recognise and join in with predictable phrases | Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales  Recognise simple recurring literary language in stories and poetry | Increase 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 | Increase 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 | Increase 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 | Increase 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 |
| **Poetry** | Learn to appreciate rhymes and poems, and to recite some by heart | Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear | 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 | 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 | 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 | 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 |
| **Word meanings** | Discuss word meanings, linking new meanings to those already known | Discuss and clarify the meanings of words, linking new meanings to known vocabulary  Discuss favourite words and phrases | Use dictionaries to check the meaning of words that they have read | Use dictionaries to check the meaning of words that they have read |  |  |
| **Understanding** | 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 correcting inaccurate reading | Discuss the sequence of events in books and how items of information are related  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 correcting inaccurate reading | 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  Identify main ideas drawn from more than one paragraph and summarising these | 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  Identify main ideas drawn from more than one paragraph and summarising these | Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Ask questions to improve understanding  Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas | Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Ask questions to improve understanding  Summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas |
| **Inference** | Discuss the significance of the title and events  Make inferences on the basis of what is being said and done | Make inferences on the basis of what is being said and done  Answer and ask questions | Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence | Draw inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence |
| **Prediction** | Predict what might happen on the basis of what has been read so far | Predict what might happen on the basis of what has been read so far | Predict what might happen from details stated and implied | Predict what might happen from details stated and implied | Predict what might happen from details stated and implied | Predict what might happen from details stated and implied |
| **Authorial Intent** |  |  | Discuss words and phrases that capture the reader’s interest and imagination  Identify how language, structure, and presentation contribute to meaning | Discuss words and phrases that capture the reader’s interest and imagination  Identify how language, structure, and presentation contribute to meaning | 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 | 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 |
| **Non-Fiction** |  | Being introduced to non-fiction books that are structured in different ways | Retrieve and record information from non-fiction | Retrieve and record information from non-fiction | Distinguish between statements of fact and opinion  Retrieve, record and present information from non-fiction | Distinguish between statements of fact and opinion  Retrieve, record and present information from non-fiction |
| **Discussing Reading** | 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 | Participate in discussion about books, poems & other works that are read to them & 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 | 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 | 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 | Recommend books that they have read to their peers, giving reasons for their choices  Participate in discussions about books, 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  Provide reasoned justifications for their views | Recommend books that they have read to their peers, giving reasons for their choices  Participate in discussions about books, 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  Provide reasoned justifications for their views |