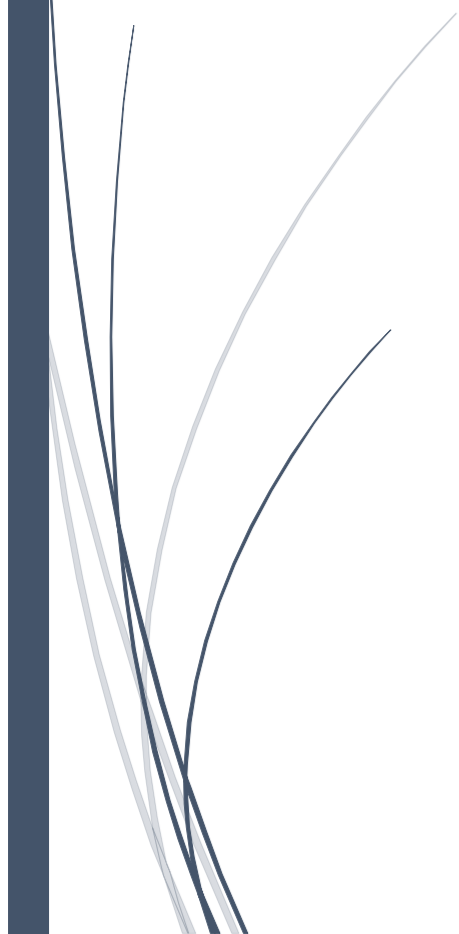


Marleigh Primary Academy

English Reading Skills Progression



Birth to Three Years Old	Three and Four Years Old	Children in Reception
<ul style="list-style-type: none"> • Enjoy songs and rhymes, tuning in and paying attention. • Join in with songs and rhymes, copying sounds, rhythms, tunes and tempo. • Say some of the words in songs and rhymes. • Copy finger movements and other gestures. • Sing songs and say rhymes independently, for example, singing whilst playing. • Enjoy sharing books with an adult. • Pay attention and respond to the pictures or the words. • Have favourite books and seek them out, to share with an adult, with another child, or to look at alone. • Repeat words and phrases from familiar stories. • Ask questions about the book. Makes comments and shares their own ideas. • Develop play around favourite stories using props. • Notice some print, such as the first letter of their name, a bus or door number, or a familiar logo. 	<ul style="list-style-type: none"> • Understand the five key concepts about print: <ul style="list-style-type: none"> - print has meaning - print can have different purposes - we read English text from left to right and from top to bottom - the names of the different parts of a book - page sequencing • Develop their phonological awareness, so that they can: <ul style="list-style-type: none"> - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother • Engage in extended conversations about stories, learning new vocabulary. 	<ul style="list-style-type: none"> • Read individual letters by saying the sounds for them. • Blend sounds into words, so that they can read short words made up of known letter-sound correspondences. • Read some letter groups that each represent one sound and say sounds for them. • Read a few common exception words matched to the school's phonic programme. • Read simple phrases and sentences made up of words with known letter-sound correspondences and, where necessary, a few exception words. • Re-read these books to build up their confidence in word reading, their fluency and their understanding and enjoyment.

**EYFS Statutory Framework
Early Learning Goal: Comprehension and Word Reading**

Children at the expected level of development will:

Comprehension

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.
- Anticipate (where appropriate) key events in stories.
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Word Reading

- Say a sound for each letter in the alphabet and at least 10 digraphs.
- Read words consistent with their phonic knowledge by sound blending.
- Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words

Marleigh Primary Academy – English (Reading)

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<ul style="list-style-type: none"> •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 •re-read these books to build up their fluency and confidence 	<ul style="list-style-type: none"> *secure phonic decoding until reading is fluent *read accurately by blending, including alternative sounds for graphemes *read multisyllable words containing these graphemes *read common suffixes *read exception words, noting unusual correspondances *read most words quickly & accurately without overt sounding and blending *read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words automatically and without hesitation *re-read these books to build up their fluency and confidence 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet with growing confidence *read further exception words, with support noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the meaning of new words they meet independently *read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word 	<ul style="list-style-type: none"> *apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and begin to understand the meaning of new words that they meet 	<ul style="list-style-type: none"> *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 using the text to justify
Range of Reading	<ul style="list-style-type: none"> •listening to and discussing 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"> *listening to, discussing and expressing 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 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways 	<ul style="list-style-type: none"> *listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading a range of books that are structured in a range of ways 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *beginning to independently select books that are structured in different ways and reading for a range of purposes *making comparisons within books and beginning to make connections across 	<ul style="list-style-type: none"> *continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks *reading books that are structured in different ways and reading for a range of purposes *making comparisons within and across books
Familiarity with texts	<ul style="list-style-type: none"> *becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics *recognising and joining in with predictable phrases 	<ul style="list-style-type: none"> *becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales *recognising simple recurring literary language in stories and poetry 	<ul style="list-style-type: none"> *begin to increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books 	<ul style="list-style-type: none"> *have been exposed to a wide range of books, including fairy stories, myths and legends, and retelling some of these orally *identifying themes and conventions in a wide range of books independently 	<ul style="list-style-type: none"> *increasing 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 *identifying and discussing themes and conventions in and across a wide range of writing 	<ul style="list-style-type: none"> *increasing 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 *identifying and discussing themes and conventions in and across a wide range of writing and explaining their importance
Poetry & Performance	<ul style="list-style-type: none"> *learning to appreciate rhymes and poems, and to recite some by heart 	<ul style="list-style-type: none"> *continuing 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"> *as part of a group and independently preparing poems and play scripts to read aloud and to perform, showing some understanding through intonation, tone, volume and action *recognising some different forms of poetry with support 	<ul style="list-style-type: none"> *more independently preparing poems and play scripts to read aloud and to perform, showing secure understanding through intonation, tone, volume and action *recognising some different forms of poetry 	<ul style="list-style-type: none"> *learning 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 	<ul style="list-style-type: none"> *more independently learning 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	<ul style="list-style-type: none"> *discussing word meanings, linking new meanings to those already known 	<ul style="list-style-type: none"> *discussing and clarifying the meanings of words, linking new meanings to known vocabulary *discussing their favourite words and phrases 	<ul style="list-style-type: none"> *using dictionaries to check the meaning of words that they have read using a success criteria to support them 	<ul style="list-style-type: none"> *using dictionaries to check the meaning of words that they have read increasingly independently 	<ul style="list-style-type: none"> *can use a dictionaries and thesauruses to find antonyms and synonyms with success criteria to support 	<ul style="list-style-type: none"> *can use a dictionaries and thesauruses to find antonyms and synonyms independently
Understanding	<ul style="list-style-type: none"> *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> *discussing the sequence of events in books and how items of information are related *drawing on what they already know or on background information and vocabulary provided by the teacher *checking that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> *checking that the text makes sense to them, beginning to articulate their understanding and explaining the meaning of words in context *when prompted asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these with support 	<ul style="list-style-type: none"> *checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context *asking questions to improve their understanding of a text *identifying main ideas drawn from more than one paragraph and summarising these with increasing independence 	<ul style="list-style-type: none"> * checking that the book makes sense to them, discussing their understanding and beginning to explore the meaning of words in context *asking relevant questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas with support 	<ul style="list-style-type: none"> * checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context *asking varied questions to improve their understanding *summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas with increasing independence
Inference	<ul style="list-style-type: none"> *discussing the significance of the title and events *making inferences on the basis of what is being said and done 	<ul style="list-style-type: none"> *making inferences on the basis of what is being said and done *answering and asking questions 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters’ feelings from their actions, and beginning to justify inferences with evidence 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters’ feelings from their actions, and justifying inferences with evidence 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and beginning to justify inferences with evidence 	<ul style="list-style-type: none"> *drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence
Prediction	<ul style="list-style-type: none"> *predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> *predicting what might happen on the basis of what has been read so far 	<ul style="list-style-type: none"> *predicting what might happen from details stated 	<ul style="list-style-type: none"> *predicting what might happen from details stated and implied 	<ul style="list-style-type: none"> *predicting what might happen from details stated and implied, beginning to use a range of mediums 	<ul style="list-style-type: none"> *predicting what might happen from details stated and implied using a range of mediums
Authorial Intent			<ul style="list-style-type: none"> *identify words and phrases that capture the reader’s interest and imagination *begin to identify how language and structure contribute to meaning 	<ul style="list-style-type: none"> *discussing words and phrases that capture the reader’s interest and imagination *identifying how language and structure contribute to meaning 	<ul style="list-style-type: none"> *identifying how language, structure and presentation contribute to meaning *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader 	<ul style="list-style-type: none"> *identifying how language, structure and presentation contribute to meaning combined *discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, using evidence from the text
Non-fiction		<ul style="list-style-type: none"> *being introduced to non-fiction books that are structured in different ways 	<ul style="list-style-type: none"> *retrieve and organise information from non-fiction 	<ul style="list-style-type: none"> *retrieve and record information from non-fiction 	<ul style="list-style-type: none"> *begin to distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction 	<ul style="list-style-type: none"> *distinguish between statements of fact and opinion *retrieve, record and present information from non-fiction independently

<p>Discussing reading</p>	<p>*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</p>	<p>*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</p>	<p>*in a guided setting 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</p>	<p>*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</p>	<p>*recommending books that they have read to their peers, giving reasons for their choices *participate in discussions about books, building on their own ideas and begin to challenge views courteously *explain and discuss their understanding of what they have read, including through formal presentations and debates</p>	<p>*recommending books that they have read to their peers, giving justified 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 and provide reasoned justifications for their views</p>
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