



Ash Grove Primary Academy – Whole School Progression of Reading Skills

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Key vocabulary</b>	<p>story, book, page, title, character, author, information</p> <p><i>Vocabulary specific to the teaching and learning of phonics comes from the RWI programme</i></p>	<p>story, non-fiction, fiction, poetry, retell, sequence, explain, predict</p> <p><i>Vocabulary specific to the teaching and learning of phonics comes from the RWI programme</i></p>		<p>text, playscript, myth, legend, summarise, retrieve, infer/inference/implied, theme, evidence</p>		<p>context, culture, compare, justify, recommend, statement of fact/opinion</p>	
<b>Word Reading</b>							
<p>EYFS and KS1 follow the RWI programme for the teaching of phonics.</p>	<p>Say a sound for each letter in the alphabet and at least 10 digraphs;</p> <p>Read words consistent with their phonic knowledge by sound-blending;</p> <p>Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.</p>	<p>Apply phonic knowledge and skills as the route to decode words</p> <p>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</p> <p>Read accurately by blending sounds in unfamiliar words</p>	<p>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</p> <p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising</p>	<p>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</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p>	<p>Apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.</p>		



Ash Grove Primary Academy – Whole School Progression of Reading Skills

		<p>containing GPCs that have been taught</p> <p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s)</p>	<p>alternative sounds for graphemes</p> <p>Read accurately words of two or more syllables that contain the same graphemes as Above</p> <p>Read words containing common suffixes</p> <p>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</p> <p>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</p>		
--	--	--	--	--	--



Ash Grove Primary Academy – Whole School Progression of Reading Skills

		<p>Read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words</p> <p>Re-read books to build up their fluency and confidence in word reading.</p>	<p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <p>Re-read these books to build up their fluency and confidence in word reading.</p>		
<b>Comprehension Developing pleasure, motivation and attitudes towards reading</b>					
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	Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently	Listen to, discuss and expressing views about a wide range of contemporary and classic poetry, stories and non-	Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	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		



Ash Grove Primary Academy – Whole School Progression of Reading Skills

	read independently		fiction at a level beyond that at which they can read independently		Read books that are structured in different ways and read for a range of purposes  Recommend books that they have read to their peers, giving reasons for their choices
Familiarity of texts	Become familiar with key stories that are read in class	Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales	Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally	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
Structures and Themes		Link what they read or hear read to their own experiences	Be introduced to non-fiction books that are structured in different ways	identify themes and conventions in a wide range of books	Identify and discuss themes and conventions in and across a wide range of writing  Make comparisons within and across books
Poetry		Learn to appreciate rhymes and poems, and to recite some by heart	Continue to build up a repertoire of poems learnt by	Prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action	Learn a wider range of poetry by heart



Ash Grove Primary Academy – Whole School Progression of Reading Skills

			heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	Recognise some different forms of poetry [for example, free verse, narrative poetry]	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
Vocabulary	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.	Recognise and join in with predictable phrases  Discuss word meanings, linking new meanings to those already known	Recognise simple recurring literary language in stories and poetry  Discuss and clarify the meanings of words, linking new meanings to known vocabulary  Discuss their favourite words and phrases	Use dictionaries to check the meaning of words that they have read  Discussing words and phrases that capture the reader's interest and imagination	Consolidate previous years learning
<b>Comprehension – understanding</b>					
Checking for sense when reading	Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and	Draw on what they already know or on background information and vocabulary provided by the teacher	Draw on what they already know or on background information and vocabulary provided by the teacher	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	Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context  Ask questions to improve their understanding



Ash Grove Primary Academy – Whole School Progression of Reading Skills

	recently introduced vocabulary	Check that the text makes sense to them as they read and correct inaccurate reading	Check that the text makes sense to them as they read and correct inaccurate reading		
Making inferences		Make inferences on the basis of what is being said and done	Make inferences on the basis of what is being said and done	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
Predicting	Anticipate – where appropriate – key events in stories	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
Discussing	Begin to talk about the stories they have listened to	Discuss the significance of the title and events  Participate in discussion about what is read to them, taking turns and listening to what others say	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	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 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
Explaining		Explain clearly their understanding of what is read to them.	Explain and discuss their understanding of books, poems and	Explain and discuss their understanding of what they have read	Explain and discuss their understanding of what they have read, including through



Ash Grove Primary Academy – Whole School Progression of Reading Skills

			other material, both those that they listen to and those that they read for themselves.		formal presentations and debates, maintaining a focus on the topic and using notes where necessary  Provide reasoned justifications for their views.
Summarising			Discuss the sequence of events in books and how items of information are related	Identify main ideas drawn from more than one paragraph and summarising these	Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas
Use of Language				Identifying how language, structure, and presentation contribute to meaning	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  Distinguish between statements of fact and opinion
Recall and Retrieval			Answer and ask questions	Retrieve and record information from non-fiction	Retrieve, record and present information from non-fiction