

SOMERVILLE PRIMARY SCHOOL

PROGRESSION IN READING



	F2	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding	<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 	<ul style="list-style-type: none"> -Apply phonic knowledge to decode words. -Respond speedily for all 40+ phonemes -Read accurately by blending taught GPCs -Read common exception words - Read common suffixes (-s, -es, -ing, -ed, -er and -est) - Read words with more than one syllable - Read contractions and understand the use of an apostrophe - Read aloud phonetically decodable texts -Re-read these books to build up their fluency and confidence in word reading. 	<ul style="list-style-type: none"> -Apply phonic decoding until reading is fluent -Read accurately by blending, including alternative sounds for graphemes -Read accurately words with more than one syllable that contain the same graphemes as above -Read common suffixes -Read further common exception words, noting unusual correspondences -Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered 	<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. -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, both to read aloud and to understand the meaning of new words they meet. 		
A range of reading	<ul style="list-style-type: none"> -Access to a wide range of reading materials (books, poems, and other written materials) to ignite interest -Enjoys an increasing range of books. -Knows that information can be retrieved from books and computers. 	<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 and reading for a range of purposes 	<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 of texts	-Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories.	-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	-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	-Increasing 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	-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
Poetry and performance	-Continues a rhyming string	-Learning to appreciate rhymes and poems, and to recite some by heart	-Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	-Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action -Recognising some different forms of poetry	-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
Non-fiction			-Being introduced to non-fiction books that are structured in different ways	-Retrieve and record information from non-fiction	-Retrieve, record and present information from non-fiction -Distinguish between statements of fact and opinion
Discussing reading	-Listens to stories with increasing attention and recall	-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 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.	-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.	-Recommending books that they have read to their peers, giving reasons for their choices -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.
Word meaning	-Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books	-Discussing word meanings, linking new meanings to those already known.	-Discussing and clarifying the meanings of words, linking new meanings to known vocabulary -Discussing their favourite words and phrases	-Using dictionaries to check the meaning of words that they have read -Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context	-Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
Understanding	-Demonstrate understanding when talking to others about what they have read. -Answer 'how' and 'why'	-Drawing on what they already know or on background information and vocabulary provided by the teacher	-Discussing the sequence of events in books and how items of information are related -Drawing on what they	-Asking questions to improve their understanding of a text - Identifying main ideas drawn from more than one paragraph and summarising these	-Asking questions to improve their understanding -Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas

	<p>questions about their experiences and in response to stories or events</p> <p>- Describes main story settings, events and principal characters</p>	<p>-Checking that the text makes sense to them as they read and correcting inaccurate reading</p>	<p>already know or on background information and vocabulary provided by the teacher</p> <p>-Checking that the text makes sense to them as they read and correcting inaccurate reading</p>		
Inference		<p>-Discussing the significance of the title and events</p> <p>-Making inferences on the basis of what is being said and done</p>	<p>-Making inferences on the basis of what is being said and done</p> <p>-Answering and asking questions</p>	<p>-Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>
Prediction	<p>-Suggests how the story might end.</p>	<p>-Predicting what might happen on the basis of what has been read so far</p> <p>-</p>	<p>-Predicting what might happen on the basis of what has been read so far</p>	<p>-Predicting what might happen from details stated and implied</p>	<p>-Predicting what might happen from details stated and implied</p>
Authorial intent				<p>-Discussing words and phrases that capture the reader's interest and imagination</p> <p>-Identifying how language, structure, and presentation contribute to meaning</p>	<p>-Identifying how language, structure and presentation contribute to meaning</p> <p>-Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</p>