

## Compton All Saints CE Primary School

## Progression in Reading

	<b>Word Reading</b>	<b>Comprehension</b>	<b>Inference</b>	<b>Language for Effect</b>	<b>Themes and Conventions</b>
<b>Year 1 Phase 1</b>	<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 that have been taught.</p> <p>Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught.</p> <p>Read common exception words that have been taught, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <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>Understand both the books they can already read accurately and fluently, and those they listen to.</p> <p>Check that the text makes sense to them as they read and correcting inaccurate reading.</p> <p>Participate in discussion about what is read to them, taking turns and listening to what others say.</p> <p>Develop pleasure in reading, motivation to read, vocabulary and understanding by:</p> <ul style="list-style-type: none"> <li>- Listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>- Being encouraged to link what they read or hear read to their own experiences</li> </ul> <p>Ask questions and express opinions about main events and characters in stories.</p>	<p>Predict what might happen on the basis of what has been read so far.</p>	<p>Recognise and join in with predictable phrases.</p>	<p>Become very familiar with key stories, fairy stories and traditional tales.</p> <p>Begin to appreciate rhymes and poems, and to recite some by heart.</p> <p>Discuss the significance of the title and events.</p> <p>Understand and use terms such as story, fairy story, rhyme, poem, cover, title, author.</p>
<b>Year 1 Phase 2</b>	<p>Re-read books to build up their fluency and confidence in word reading</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 that have been taught</p> <p>Read other words of more than one syllable that contain taught GPCs</p> <p>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</p>	<p>Develop understanding ... by drawing on what they already know or on background information and vocabulary provided by the teacher</p> <p>Seek out books around a simple theme or topic</p> <p>Recall the main points of a narrative in the correct sequence</p> <p>Explain clearly their understanding of what is read to them</p>	<p>Make inferences on the basis of what is being said and done</p>	<p>Identify how repetitive patterns, words and phrases aid their enjoyment of the text</p>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them</p> <p>Understand the difference between fiction and non-fiction</p>
<b>End of year 1</b>	<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 that have been taught</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>Discuss word meanings, linking new meanings to those already known</p> <p>Find key points in a story or some key facts from an information text</p> <p>Talk about significant features of layout, e.g., enlarged text, bold, italic, etc.</p>		<p>Read aloud their own writing clearly enough to be heard by their peers and the teacher (from writing national curriculum)</p>	<p>Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</p> <p>Learn to appreciate rhymes and poems, and to recite some by heart</p>

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<b>Year 2 Phase 1</b>	<p>Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</p> <p>Read accurately words of two or more syllables that contain the graphemes taught so far.</p> <p>Read words containing common suffixes.</p> <p>Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</p>	<p>Understand both the books they can already read accurately and fluently, and those they listen to.</p> <p>Check that the text makes sense as they read and correct inaccurate reading.</p> <p>Answer and ask questions.</p> <p>Extract information from the text and discuss orally with reference to the text.</p>	<p>Begin to predict what might happen on the basis of what has been read so far and their own experience.</p> <p>Make inferences on the basis of what is being said and done.</p>	<p>Recognise simple recurring literary language in stories and poetry.</p> <p>Read aloud what they have written with appropriate intonation to make the meaning clear (Year 2 writing National Curriculum).</p>	<p>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.</p>
<b>Year 2 Phase 2</b>	<p>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word.</p> <p>Use the context/ grammar of the sentence to decipher new or unfamiliar words.</p>	<p>Discuss the sequence of events in books and how items of information are related.</p> <p>Understand how to use alphabetically ordered texts to retrieve information.</p> <p>Explain and discuss their understanding of books, poems and other material.</p>	<p>Make simple inferences about characters' thoughts, feelings and reasons for actions</p>	<p>Discuss favourite words and phrases</p> <p>Identify how vocabulary choice affects meaning</p>	<p>Read non-fiction books that are structured in different ways</p> <p>Make comparisons between books, noting similarities, differences and preferences between e.g. layout, features and setting</p>
<b>End of year 2</b>	<p>Read accurately most words of two or more syllables.</p> <p>Read most words containing common suffixes.</p> <p>Read most common exception words.</p> <p>In age-appropriate books, the pupil can: Read words accurately and fluently without overt sounding and blending, e.g. at over 90 words per minute.</p> <p>Sound out most unfamiliar words accurately, without undue hesitation.</p>	<p>In a familiar book that they can already read accurately and fluently, the pupil can: Check it makes sense to them.</p>	<p>Answer questions and make some inferences on the basis of what is being said and done.</p>		

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<b>Year 3 Phase 1</b>	<p>Apply growing spelling knowledge to decode, read aloud and understand meaning of new words.</p> <p>Read and discuss a range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Choose books effectively.</p>	<p>Ask questions to improve understanding of a text.</p> <p>Start to use dictionaries to check the meaning of words read.</p> <p>Use a range of known strategies appropriately to establish meaning in independent reading.</p> <p>Understand main points from a paragraph.</p> <p>Use text features to find information.</p> <p>Begin to skim, scan and text mark to find information.</p> <p>Begin to discuss words and phrases that capture interest and imagination.</p>	<p>Predict from age appropriate texts what might happen from details stated and implied.</p> <p>Draw plausible inferences, often supported through reference to the text.</p>	<p>Identify how language, structure and presentation contribute to meaning.</p> <p>Discuss the effects of specific language on the reader.</p>	<p>Read books structured in different ways, showing awareness of the various purposes for reading.</p> <p>Identify themes and conventions in a wide range of books – link to known texts / own experience, recognising conventions and devices.</p>
<b>Year 3 Phase 2</b>	<p>Read age-appropriate books with confidence and fluency</p> <p>Test out different pronunciations with longer words, matching to familiar words.</p>	<p>Check with minimal prompting that text makes sense, discussing understanding and explaining meaning of words in context.</p> <p>Understand main points across more than one paragraph.</p> <p>Begin to recognise fact and opinion.</p> <p>Begin to use vocabulary from the text to support responses and explanations.</p>	<p>Draw inferences e.g. infer the feelings, thoughts and motives of main characters from their actions.</p>	<p>Identify specific techniques – simile, alliteration, repetition – say why they are interesting.</p>	<p>Demonstrate familiarity with a wide range of books –eg fairy stories, myths and legends. Retell.</p> <p>Begin to recognise different forms of poetry.</p>
<b>End of year 3</b>	<p>Read aloud own writing, to a group or the whole class, using intonation and controlling the tone and volume so that the meaning is clear.</p>	<p>Retrieve and record information from non-fiction, making notes.</p> <p>Use specific vocabulary and ideas expressed in the text to support own views.</p> <p>Read books that are structured in different ways.</p>	<p>Justify inferences with evidence.</p> <p>Begin to explain how they made their inference.</p>		<p>Explore and discuss underlying themes and ideas.</p>

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<b>Year 4 Phase 1</b>	<p>Apply growing spelling knowledge to decode, read aloud and understand meaning of new words.</p> <p>Read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</p> <p>Choose books effectively, expanding reading experience.</p>	<p>Ask questions to improve own understanding of a text.</p> <p>Use dictionaries to check the meaning of words read.</p> <p>Discuss growing understanding and explain the meaning of words in context.</p> <p>Identify and summarise ideas drawn from more than one paragraph.</p> <p>Retrieve and record increasingly relevant information from non fiction.</p> <p>Recognise and begin to distinguish between fact and opinion.</p> <p>Discuss words and phrases that catch interest and imagination.</p>	<p>Predict more closely from age appropriate texts what might happen from details stated and implied.</p> <p>Draw sound inferences - supported through reference to the text.</p> <p>Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books.</p>	<p>Identify ways in which language, structure and presentation contribute to meaning.</p> <p>Identify specific techniques – simile, metaphor, repetition, exaggeration, explaining the effect on them as a reader.</p>	<p>Identify themes and conventions in a wide range of books – relevant links to known texts / own experience, recognising more in-depth themes and conventions.</p> <p>Identify how a range of presentational devices guide the reader in non-fiction.</p>
<b>Year 4 Phase 2</b>	<p>Read age-appropriate books with confidence and fluency.</p> <p>Test out different pronunciations with longer more unusual words, matching to familiar words.</p>	<p>Check that the text makes sense to them, discussing understanding and explaining meaning of words in context.</p> <p>Summarise main details from a few paragraphs in a few sentences, using text vocabulary.</p> <p>Skim, scan and text mark to find information.</p>	<p>Draw inferences e.g. infer feelings, thoughts and motives of main characters from their actions, and justify inferences with evidence from the text.</p>		<p>Identify features that characterise books set in different cultures or historical settings.</p> <p>Recognise some different forms of poetry.</p>
<b>End of year 4</b>	<p>Show some understanding through intonation, tone, volume and action when reading and performing texts including poems and playscripts.</p>	<p>Use specific vocabulary and ideas expressed in text to support own responses.</p> <p>Read books that are structured in different ways and written for different purposes.</p>	<p>Infer underlying themes and ideas.</p> <p>Explain how they made their inference.</p>		<p>Make links between texts and the wider world.</p>

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<b>Year 5 Phase 1</b>	<p>Read age-appropriate books with confidence and fluency.</p> <p>Read poems aloud with understanding of the appropriate tone and volume.</p>	<p>Retrieve, record and present information from non-fiction.</p> <p>Ask questions to improve understanding of text.</p> <p>Discuss the meaning of words in context.</p>	<p>Draw inferences such as inferring characters' feelings, from their actions.</p>	<p>Discuss the intended impact of the language used – identifying the author's point of view.</p> <p>Distinguish between fact and opinion and understand why this is important.</p>	<p>Identify how presentational and organisational choices vary according to the form and purpose of the writing.</p>
<b>Year 5 Phase 2</b>	<p>Read age-appropriate books with confidence and fluency.</p> <p>Participate in discussions about books, building on own and others' ideas.</p>	<p>Skim and scan efficiently for vocabulary, key ideas and facts on the printed page and screen.</p> <p>Identify main ideas drawn from more than one paragraph identifying the key details that support the main ideas.</p>	<p>Provide reasoned justifications for their views with reference to the text.</p>	<p>Discuss and evaluate the intended impact of the language used with reference to the text – identifying the author's point of view.</p> <p>Identify the authors' use of figurative language using these terms: metaphor, simile, analogy, imagery, style and effect.</p>	<p>Make simple links between texts, their audience, purpose, time and culture.</p>
<b>End of year 5</b>	<p>Read age-appropriate books with confidence and fluency.</p> <p>Recommend books they have read, giving reasons for their choices.</p>	<p>Extract information and make notes using quotations and reference to the text.</p>	<p>Draw inferences e.g. infer characters' feelings, thoughts and motives from their actions, and begin to justify inferences with evidence.</p>	<p>Evaluate the authors' use of language considering the impact on the reader.</p>	<p>Identify and discuss themes and conventions in a wide range of writing. E.g. heroism, loss, isolation.</p>

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<b>Year 6 Phase 1</b>	<p>Read age-appropriate books with confidence and fluency.</p> <p>Read poems aloud with understanding of the appropriate intonation, tone and volume so that the meaning is clear to an audience.</p>	<p>Use a dictionary with support to find out the meaning of words.</p> <p>Summarise main ideas drawn from more than one paragraph identifying the key details that support the main ideas.</p>	<p>Refer to the text to support predictions and opinions drawing on inferences – Point, Evidence, Explain (PEE) .</p>	<p>Compare the language used in different genres in the same theme or topic.</p> <p>Recognise the authors' use of language to influence the reader by recognising facts and opinions.</p>	<p>Identify and comment on genre-specific language features used.</p> <p>Recognise texts that contain features from more than one genre, or demonstrate shifts in formality.</p>
<b>Year 6 Phase 2</b>	<p>Read age-appropriate books with confidence and fluency.</p> <p>Participate in discussions about books, building on their own and others' ideas and challenging views courteously.</p>	<p>Use a dictionary independently to find out the meaning of words.</p> <p>Produce a succinct summary, paraphrasing the main ideas from across the text or range of sources.</p>	<p>Begin to see how inferences draw on the connotations of words, their use in context and understand that they can be cumulative.</p>	<p>Compare and discuss the language used in accounts of the same event from different viewpoints.</p> <p>Evaluate the authors' use of figurative language considering the impact on the reader.</p>	<p>Explain and justify how texts relate to audience, purpose, time and culture, and refer to specific aspects of a text that exemplify this.</p> <p>Evaluate how successfully the organisation of a text supports the writer's purpose.</p>
<b>End of year 6</b>	<p>Read age-appropriate books with confidence and fluency (including whole novels).</p> <p>Read aloud with intonation that shows understanding.</p>	<p>Work out the meaning of words from the context.</p> <p>Retrieve information from non-fiction.</p> <p>Summarise main ideas, identifying key details and using quotations for illustration.</p>	<p>Explain and discuss their understanding of what they have read, drawing inferences and justifying these with evidence.</p> <p>Predict what might happen from details stated and implied.</p>	<p>Evaluate how authors use language, including figurative language, considering the impact on the reader.</p>	<p>Make comparisons within and across books.</p>