

## Reading

	EYFS	Year one	Year Two	Year Three	Year Four	Year 5	Year 6	KS3
Word Reading and Decoding	<ul style="list-style-type: none"> <li>Develop phonological awareness to spot and suggest rhymes, clap syllables and recognise words with the same initial sound</li> <li>Read individual letters by saying sounds for them</li> <li>Blend sounds in to words</li> <li>Read simple phrases or sentences made up of words with known letter-sound correspondences and common exception words</li> <li>Read common exception words</li> <li>Understand the five key concepts about print: print has meaning, the names of different parts of a book, print can have different purposes, page sequencing and we read English text from left to</li> </ul>	<ul style="list-style-type: none"> <li>Apply phonic knowledge and skills as the route to decode words</li> <li>Be secure with year group phonic expectations</li> <li>Respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes</li> <li>Read accurately by blending sounds in unfamiliar words containing taught GPCs</li> <li>Read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Identify words which appear again and again</li> <li>Read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings</li> <li>Read multi-syllable words containing taught GPC's.</li> <li>Read words with contractions and understand use of apostrophe</li> </ul>	<ul style="list-style-type: none"> <li>Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent</li> <li>Read accurately by blending the sounds in words containing the graphemes taught so far, recognising alternative sounds for graphemes</li> <li>Read accurately multi-syllable words containing these graphemes</li> <li>Read words containing common suffixes</li> <li>Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word</li> <li>Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered</li> <li>Read aloud books closely matched to</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>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</li> <li>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	<ul style="list-style-type: none"> <li>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.</li> </ul>	



## Saint Joseph's Catholic Academy Progression of Reading Skills Document



	right and top to bottom.	<ul style="list-style-type: none"> <li>• Read aloud phonetically–decodable books</li> <li>• Read aloud with pace and expression (pause at a full stop; raise voice for a question)</li> </ul> <p>Re-read these books to build up their fluency and confidence in word reading</p>	<p>their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation</p> <ul style="list-style-type: none"> <li>• Re-read these books to build up their fluency and confidence in word reading</li> <li>• Read aloud with pace and expression and intonation (pause at a full stop, raise voice for question, use commas, question marks and exclamation marks to vary expression)</li> </ul>					
Developing positive attitudes for reading, especially reading for pleasure	<ul style="list-style-type: none"> <li>• Read and re-read a selection of books to engage in conversations about the story, develop understanding and learn new vocabulary.</li> <li>• Talk to an adult about a story that they have enjoyed?</li> <li>• Become increasingly familiar with a wider range of traditional fairy tales.</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently</li> <li>• Be encouraged to link what they read or hear read to their own experiences</li> <li>• Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics</li> <li>• Recognise and joining in with predictable phrases</li> <li>• Learn to appreciate rhymes and poems, and to recite some by heart</li> </ul>	<ul style="list-style-type: none"> <li>• 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</li> <li>• Become increasingly familiar with and retell a wider range of stories, and traditional tales</li> <li>• Comment on plot, settings and characters in familiar and unfamiliar stories</li> <li>• Recount main themes and events</li> <li>• Be introduced to non-fiction books</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Prepare poems and play scripts to read aloud and</li> </ul>	<ul style="list-style-type: none"> <li>• Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• Use dictionaries to check the meaning of words that they have read</li> <li>• Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally</li> <li>• Identify themes and conventions in a wide range of books</li> <li>• Prepare poems and play scripts to read aloud and to perform, showing understanding through</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• 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</li> <li>• Recommend books that they have read to their peers, giving reasons for their choices</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>• Read books that are structured in different ways and reading for a range of purposes</li> <li>• 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</li> <li>• Recommend books that they have read to their peers, giving reasons for their choices</li> </ul>	<ul style="list-style-type: none"> <li>• Develop an appreciation and love of reading, and read increasingly challenging material independently through</li> <li>• Read a wide range of fiction and non-fiction, including in particular whole books, short stories and poems with a wide coverage of genres, historical periods, forms and authors, including high-</li> </ul>



## Saint Joseph's Catholic Academy Progression of Reading Skills Document



		<ul style="list-style-type: none"> <li>Discuss word meanings, linking new meanings to those already known</li> </ul>	<p>structured in different ways</p> <ul style="list-style-type: none"> <li>Recognise simple recurring literary language in stories and poetry</li> <li>Discuss and clarify the meanings of words, linking new meanings to known vocabulary</li> <li>Discuss their favourite words and phrases</li> <li>Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</li> </ul>	<p>to perform, showing understanding through intonation, tone, volume and action</p> <ul style="list-style-type: none"> <li>Recognise some different forms of poetry</li> </ul>	<p>intonation, tone, volume and action</p> <p>Recognise some different forms of poetry</p>	<ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> <li>Make comparisons within and across books</li> <li>Learn a wider range of poetry by heart</li> <li>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</li> </ul>	<ul style="list-style-type: none"> <li>Identify and discuss themes and conventions in and across a wide range of writing</li> <li>Make comparisons within and across books</li> <li>Learn a wider range of poetry by heart</li> <li>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</li> </ul>	<p>quality works from: English literature pre-1914.</p> <ul style="list-style-type: none"> <li>Study a range of authors, including at least two authors in depth each year.</li> <li>Choose reading books independently for challenge, interest, and enjoyment</li> </ul>
<b>Word Meanings</b>	<ul style="list-style-type: none"> <li>Talk about elements of a topic using newly introduced vocab</li> </ul>	<ul style="list-style-type: none"> <li>Discuss word meanings and link new meanings to words already known</li> </ul>	<ul style="list-style-type: none"> <li>Discuss and clarify the meanings of words and link new meanings to words already known</li> <li>Discuss favourite words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check meanings of words already read</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check meanings of words already read</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check meanings of words already read</li> </ul>	<ul style="list-style-type: none"> <li>Use dictionaries to check meanings of words already read</li> </ul>	
<b>Understanding</b>	<ul style="list-style-type: none"> <li>Demonstrate understanding of what has been read to them by retelling stories using their own words and recently introduced vocabulary</li> <li>Anticipate key events in stories (where appropriate)</li> <li>Use and understand recently introduced vocabulary</li> </ul>	<ul style="list-style-type: none"> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading</li> <li>Be encouraged to make links between what they read and their own experiences</li> <li>Answer simple retrieval questions</li> </ul>	<ul style="list-style-type: none"> <li>Discuss the sequence of events and how information is related</li> <li>Draw on what they already know or on background information and vocabulary provided by the teacher</li> <li>Make links between current book and those already read</li> <li>Check that the text makes sense to them as they read and correct inaccurate reading</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</li> <li>Ask questions to improve their understanding of a text</li> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Identify morals and messages in a story</li> </ul>	<ul style="list-style-type: none"> <li>Check that the text makes sense to them, discuss their understanding and explain the meaning of words in context</li> <li>Ask questions to improve their understanding of a text</li> <li>Identify main ideas drawn from more than one paragraph and summarise these</li> <li>Identify morals and messages in a story</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Distinguish between statements of fact and opinion</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on</li> </ul>	<ul style="list-style-type: none"> <li>Ask questions to improve their understanding</li> <li>Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas</li> <li>Distinguish between statements of fact and opinion</li> <li>Explain and discuss their understanding of what they have read, including through formal presentations and debates,</li> </ul>	<ul style="list-style-type: none"> <li>Understand increasingly challenging texts through learning new vocabulary, relating it explicitly to known vocabulary and understanding it with the help of context and dictionaries</li> <li>Know the purpose, audience for and context of the writing and draw on this</li> </ul>



## Saint Joseph's Catholic Academy Progression of Reading Skills Document



						the topic and using notes where necessary	maintaining a focus on the topic and using	<p>knowledge to support comprehension</p> <ul style="list-style-type: none"> <li>• Check their understanding to make sure that what they have read makes sense.</li> <li>• Recognise a range of poetic conventions and understand how these have been used</li> </ul>
Inference	<ul style="list-style-type: none"> <li>• Understand 'why' questions like, 'why do you think the caterpillar got so fat?'</li> <li>• Offer explanations for why things might happen.</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss the significance of the title and events</li> <li>• Make inferences on the basis of what is being said and done</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences on the basis of what is being said and done</li> <li>• Answer and ask questions</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> </ul>	<ul style="list-style-type: none"> <li>• Make inferences and refer to evidence in the text</li> </ul>
Prediction	<ul style="list-style-type: none"> <li>• Anticipate (where appropriate) key events in stories</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen on the basis of what has been read so far</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> </ul>	<ul style="list-style-type: none"> <li>• Predict what might happen from details stated and implied</li> </ul>	
Authorial Intent				<ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Identify how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Discuss words and phrases that capture the reader's interest and imagination</li> <li>• Identify how language, structure, and presentation contribute to meaning</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Identify how language, structure and presentation contribute to meaning</li> <li>• Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader</li> <li>• Provide reasoned justifications for their views</li> </ul>	<ul style="list-style-type: none"> <li>• Read critically through knowing how language, including figurative language, vocabulary choice, grammar, text structure and organisational features, presents meaning</li> <li>• Study setting, plot, and characterisation and the effects of these</li> </ul>



## Saint Joseph's Catholic Academy Progression of Reading Skills Document



<b>Discussing Reading</b>	<ul style="list-style-type: none"><li>• Know the names of different parts of a book including the cover, title, author</li><li>• Know how to handle a book and turn the pages of one at a time, carefully</li><li>• Know how to read from left to right and top to bottom.</li><li>• Listen to and talk about stories to build familiarity and understanding</li><li>• Re-tell the story once they have developed a deep familiarity with the text</li><li>• Listen careful to rhymes and songs, paying attention to how they sound</li><li>• Listen to and talk about selected non-fiction books</li></ul>	<ul style="list-style-type: none"><li>• Participate in discussion about what is read to them, taking turns and listening to what others say</li><li>• Explain clearly their understanding of what is read to them.</li></ul>	<ul style="list-style-type: none"><li>• Discuss the sequence of events in books and how items of information are related</li><li>• 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</li><li>• Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves</li></ul>	<ul style="list-style-type: none"><li>• Retrieve and record information from non-fiction</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Retrieve and record information from non-fiction</li><li>• 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.</li></ul>	<ul style="list-style-type: none"><li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• Retrieve, record and present information from non-fiction</li><li>• 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</li><li>• Recommend books they have read to their peers</li><li>• Provide reasoned justifications for their views</li></ul>	<ul style="list-style-type: none"><li>• Check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context</li><li>• Retrieve, record and present information from non-fiction</li><li>• 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</li><li>• Recommend books they have read to their peers</li><li>• Provide reasoned justifications for their views</li></ul>	Re-read books encountered earlier to increase familiarity with them and provide a basis for making comparisons.
---------------------------	---	--	---	--	--	--	--	---