



## St. Paul's C.E. Primary School Reading Progression



### EYFS progression

Reading Books - **Pink** Phase 2 **Red** Phase 3 **Yellow** phase 4 (Expected) **Blue** phase 5 (GD)

Key: 30 - 50 months    40 - 60 months    Early Learning Goals

Vocab	Skills	Knowledge	Arriving in year 1 able to...
<p><b><u>Building a love of reading:</u></b> listen experience share discuss</p> <p><b><u>Word reading:</u></b> Decode segment blend phoneme grapheme digraph trigraph</p> <p><b><u>Comprehension:</u></b> I wonder (How and Why)</p>	<p><b><u>Word Reading:</u></b></p> <p>To enjoy rhyming and rhythmic activities.</p> <p>To show an awareness of rhyme and alliteration.</p> <p>To recognise rhythm in spoken words.</p> <p>To show interest in illustrations and print in books and print in the environment.</p> <p>To recognise familiar words and signs such as own name and advertising logos.</p> <p>To look and handle books independently (holds books the correct way up and turns pages).</p> <p>To continue a rhyming string.</p> <p>To hear and say the initial sound in words.</p> <p>To segment the sounds in simple words and blend them together and know which letter represents some of them.</p> <p>To link sounds to letters, naming and sounding the letters of the alphabet.</p> <p>To ascribe meanings to marks that they see in different places.</p> <p>To begin to break the flow of speech into words.</p> <p>To begin to read words and simple sentences.</p> <p>To use phonic knowledge to decode regular words and read them aloud accurately.</p> <p>To read some common irregular words.</p> <p>To read and understand simple sentences.</p> <p><b><u>Comprehension:</u></b></p>	<p><b><u>Word Reading:</u></b></p> <p>Can read words containing phase 2 and 3 phonemes. Can read phase 2 and 3 tricky words.</p> <p>Can decode some phase 4 words, plus most high frequency words.</p> <p>Read a range of familiar and common words and simple sentences independently</p> <p>Read texts compatible with their phonic knowledge and skills</p> <p>Can orally create simple rhyming sentences.</p> <p>Hear and say sounds in words in the order in which they occur.</p> <p>Reads simple words by sounding out and blending the phonemes all through the word from left to right</p> <p><i>Children move from reading simple consonant-vowel-consonant (CVC) words such as 'cat' and bus to longer CCVC words such as 'clap' and 'stop', and CVCC words as 'fast' and 'milk'</i></p> <p>Recognise common digraphs</p> <p><b><u>Comprehension:</u></b></p> <p>Can retell a story in their own words, remembering key events characters and plot.</p>	<p>Read and write one grapheme for each of the 44 phonemes.</p> <p>Can read cvc, ccvc, cvcc words, and some words of more than one syllable.</p> <p>Can read phase 2 and 3 tricky words.</p> <p>Can read short captions and sentences.</p> <p>Read more challenging texts which can be decoded using their acquired phonic knowledge and skills, along with automatic recognition of high frequency words.</p> <p>Expected reading level Yellow</p> <p>Has experience of a range of texts, and can identify fiction and non-fiction.</p> <p>Understands how stories are structured.</p>



## St. Paul's C.E. Primary School Reading Progression



To know that print carries meaning and, in English, is read from left to right and top to bottom.

To listen to stories with increasing attention and recall. To anticipate key events and phrases in rhymes and stories.

To begin to be aware of the way stories are structured. To describe main story settings, events and principal characters.

To build up vocabulary that reflects the breadth of their experiences.

To suggest how a story might end.

To begin to understand 'why' and 'how' questions.

To listen to and join in with stories and poems, one-to-one and also in small groups.

To join in with repeated refrains in rhymes and stories. To use intonation, rhythm and phrasing to make the meaning clear to others.

To develop preference for forms of expression.

To understand humour, e.g. nonsense rhymes, jokes.

To enjoy an increasing range of books.

To follow a story without pictures or props.

To extend vocabulary, especially by grouping and naming, exploring the meaning and sounds of new words. To use vocabulary and forms of speech that are increasingly influenced by their experiences of books. To play cooperatively as part of a group to develop and act out a narrative.

To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions.

To demonstrate understanding when talking with others about what they have read.

Can suggest how a story might end.

Can talk about characters and use clues in text to describe them.

Can answer questions about what they have read.



## St. Paul's C.E. Primary School Reading Progression



	<p>To answer 'how' and 'why' questions about their experiences and in response to stories or events. To express themselves effectively, showing awareness of listeners' needs.</p>		
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## St. Paul's C.E. Primary School Reading Progression



Year 1 Progression			
Reading Books - Working Towards: <b>Blue</b> , <b>Green</b> then <b>Orange</b> (phase 5 phonics) Expected: <b>Turquoise</b> Greater Depth: <b>Purple</b>			
Vocab	Skills	Knowledge	Arriving in year 2 able to...
<p><b><u>Building a love of reading:</u></b> listen experience share discuss genre</p> <p><b><u>Word reading:</u></b> decode blend check correct digraph trigraph split digraph polysyllabic syllable</p> <p><b><u>Comprehension:</u></b> (Who/What/Where/Why /How/When/Which) infer sequence order retrieve find and copy check true false</p>	<p><b><u>Word Reading:</u></b> . Apply phonic knowledge and skills as the route to decode words. They can respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. . Read accurately by blending sounds in unfamiliar words containing GPCs that have been taught. . Read other words of more than one syllable that contain taught GPCs. . Re-read these books to build up their fluency and confidence in word reading.</p> <p><b><u>Comprehension:</u></b> . Be able to listen to and discuss a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently. . When encouraged, be able to link what they read or hear read to their own experiences. . Become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics. . Recognise and join in with predictable phrases. . Is learning to appreciate rhymes and poems, and to recite some by heart.</p>	<p><b><u>Word Reading:</u></b> . Children have the knowledge of the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes. . Children have the knowledge of the GPCs and can use this blend sounds in unfamiliar words (including words with more than one syllable). . Read common exception words for Year 1, noting unusual correspondences between spelling and sound and where these occur in the word. . 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><b><u>Comprehension:</u></b> . Have some knowledge of the presentation features and language in different text types. . Have an understanding of the wider world (outlined in the ELG). . Recall very familiarly key stories, fairy stories and traditional tales. . Experience of hearing rhyme and rhythm within stories.</p>	<p><b><u>Word Reading:</u></b> . Read fluently (at around 90 words per minute) in an age appropriate book by blending the sounds in words that contain the common graphemes for all 40+ phonemes. . Read accurately some words of two or more syllables that contain the same grapheme phoneme correspondences (GPCs). . Read many common exception words.</p> <p><b><u>Comprehension:</u></b> In a book closely matched to the GPCs as above, the pupil can: . Read aloud many words quickly and accurately without overt sounding and blending. . Sound out many unfamiliar words accurately. In a familiar book that is read to them the pupil can: . Answer questions in discussion with the teacher and make simple inferences</p>



## St. Paul's C.E. Primary School Reading Progression



	<ul style="list-style-type: none"><li>. Discuss word meanings, linking new meanings to those already known.</li><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 correcting inaccurate reading.</li><li>. Discuss the significance of the title and events.</li><li>. Make inferences on the basis of what is being said and done.</li><li>. Predict what might happen on the basis of what has been read so far.</li><li>. Participate in discussion about what is read to them, taking turns and listening to what others say.</li></ul>	<ul style="list-style-type: none"><li>. Have a breadth and depth of age appropriate vocabulary.</li><li>. Knowledge of cause and effect (to aid the skill of prediction).</li><li>. Knowledge of personal, social and emotional development as outlined in the ELG.</li></ul>	
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## St. Paul's C.E. Primary School Reading Progression



Year 2 Progression			
Reading Books - Working Towards: <b>Turquoise</b> , <b>Purple</b> then <b>Gold</b> (phase 5 phonics) Expected: <b>White</b> Greater Depth: <b>Lime</b>			
Vocab	Skills	Knowledge	Arriving in year 3 able to...
<p><b>Building a love of reading:</b> listen experience share discuss genre</p> <p><b>Word reading:</b> decode blend check correct</p> <p><b>Comprehension:</b> (Who/What/Where/Why/How/When/Which) infer deduce sequence order retrieve find and copy check predict compare word knowledge word choice evaluate summarise</p>	<p><b>Word Reading:</b></p> <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 that contain the graphemes taught so far, especially recognising alternative sounds for graphemes.</li> <li>. Read accurately words of two or more syllables that contain the same graphemes as above.</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 aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation.</li> </ul> <p><b>Comprehension:</b></p> <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>. Discuss the sequence of events in books and how items of information are related.</li> <li>. Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales.</li> </ul>	<p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>. Secure understanding of up to Phase 6 phonics including common exception words/ tricky words.</li> <li>. Can recognise syllables within a word.</li> <li>. All common exception words for years 1 and 2.</li> <li>. Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered.</li> </ul> <p><b>Comprehension:</b></p> <ul style="list-style-type: none"> <li>. Be introduced to non-fiction books that are structured in different ways.</li> <li>. Have a knowledge of the presentation features and language in different text types including fiction, poetry and non-fiction.</li> <li>. Have an understanding that a story is split into key parts.</li> <li>. Have an understanding of the wider world (outlined in the ELG).</li> <li>. Draw on what they already know or on background information and vocabulary provided by the teacher .</li> <li>. Confidently recall a wider range of key stories, fairy stories and traditional tales.</li> <li>. Experience of hearing rhyme and rhythm within stories.</li> </ul>	<p><b>Word Reading:</b></p> <ul style="list-style-type: none"> <li>. Read fluently (at around 90 words per minute) in an age appropriate book.</li> <li>. Read accurately most words of two or more syllables.</li> <li>. Read most words containing common suffixes for year 2.</li> <li>. Read most common exception words for years 1 and 2.</li> </ul> <p>In an age appropriate book:</p> <ul style="list-style-type: none"> <li>. Read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on their understanding rather than on decoding individual words.</li> <li>. Sound out most unfamiliar words accurately, without undue hesitation.</li> </ul> <p><b>Comprehension:</b></p> <p>In a book they can already read fluently:</p> <ul style="list-style-type: none"> <li>. Check the text makes sense to them, correcting any inaccurate reading</li> <li>. Answer questions and make some inferences.</li> <li>. Explain what has happened so far in what they have read.</li> </ul> <p>Some children (GD):</p> <ul style="list-style-type: none"> <li>. Make inferences.</li> <li>. Make a plausible prediction about what might happen on the basis of what has</li> </ul>



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	<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>. Use appropriate intonation (especially in poetry) to make the meaning clear.</li><li>. Check that the text makes sense to them as they read and correcting inaccurate reading.</li><li>. Make inferences on the basis of what is being said and done</li><li>. Answer and ask questions.</li><li>. Predicting what might happen on the basis of what has been read so far.</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>. Have a breadth and depth of age appropriate vocabulary.</li><li>. Knowledge of cause and effect (to aid the skill of prediction).</li><li>. Knowledge of personal, social and emotional development as outlined in the ELG.</li><li>. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some.</li></ul>	<p>been read so far.</p> <ul style="list-style-type: none"><li>. Make links between the book they are reading and other books they have read.</li></ul>
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## St. Paul's C.E. Primary School Reading Progression



Year 3 Progression			
Reading Books - Working Towards: <span style="color: white; background-color: #d3d3d3;">White</span> , <span style="color: green;">Lime</span> then <span style="color: orange;">copper</span> Expected: <span style="color: blue;">Topaz</span> Greater Depth: <span style="background-color: red; color: white;">Ruby</span>			
Vocab	Skills	Knowledge	Arriving in year 4 able to...
<p><b><u>Building a love of reading:</u></b> listen experience share discuss genre</p> <p><b><u>Word reading:</u></b> decode blend check correct</p> <p><b><u>Comprehension:</u></b> (Who/What/Where/Why/How/When/Which) infer deduce sequence order retrieve find and copy check predict compare word knowledge word choice evaluate summarise suggest</p>	<p><b><u>Word Reading:</u></b> All of KS1 word reading skills and: . Apply their improving knowledge of age appropriate root words, prefixes and suffixes to read aloud new words they meet.</p> <p><b><u>Comprehension:</u></b> Apply their improving knowledge of age appropriate root words, prefixes and suffixes to understand the meaning of new words they meet. . Develop positive attitudes to reading and understanding of what they read by listening to and discussing a range of fiction, poetry, plays, non-fiction, reference books or textbooks. . Begin to use dictionaries to check the meaning of words that they have read. . Identify themes and conventions in a range of books. . Retelling age appropriate literature (poems and play scripts) orally showing understanding through intonation, tone, volume and action. . Discussing some words and phrases that capture the reader's interest and imagination. . Read independently, checking the text makes sense to them, discussing and understanding the meaning of words in context and asking simple questions to further their understanding.</p>	<p><b><u>Word Reading:</u></b> . Knowledge of KS1 and new root words, prefixes and suffixes (see English Appendix 1). . Understanding some words are spelt differently to the way they sound. . Begin to read further common exception words, noting the unusual correspondence between spelling and sound, and where these occur in the word.</p> <p><b><u>Comprehension:</u></b> . Have a breadth and depth of age appropriate vocabulary. . Knowledge that books are structured in some different ways and are written for a range of purposes. . Increasing familiarity with a wide range of fairy stories, myths and legends. . Beginning to have knowledge to recognise a range of poetry (e.g free verse, narrative poetry). . Knowledge of presentation features and language features of a range of text types. . Secure knowledge of personal, social and emotional development (to partake fully in book discussion including turn taking).</p>	<p><b><u>Word Reading:</u></b> . Read fluently (at around 90 words per minute) in an age appropriate book. . Apply their improving knowledge of age appropriate root words, prefixes and suffixes to read aloud new words they meet.</p> <p><b><u>Comprehension:</u></b> In a book they can read independently: . Check the text makes sense to them, correcting any inaccurate reading . Answer questions and infer. . Explain what has happened so far in what they have read. . Make a plausible prediction about what might happen on the basis of what has been read so far. . Make links between the book they are reading and other books they have read. . Begin to use dictionaries to check the meaning of words. . Discuss varying themes in fiction and non-fiction texts. . Ask questions to further develop their understanding of unfamiliar words . Summarise their ideas about a text</p>





## St. Paul's C.E. Primary School Reading Progression



<p>section verse stanza</p>	<p>. When reading independently: draw simple inferences such as a character's thoughts, feelings and motives from their actions and justifying inferences with evidence.</p> <p>When reading independently:</p> <ul style="list-style-type: none"><li>.continue beginning to predict what might happen from details stated and implied.</li><li>.begin to identify main ideas drawn from more than one paragraph and summarise these ideas.</li><li>.begin to identify how language, structure and presentation contribute to meaning.</li><li>. Retrieve and record simple information from non-fiction.</li></ul>		
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## St. Paul's C.E. Primary School Reading Progression



Year 4 Progression			
Reading Books - Working Towards: <b>Ruby</b> Expected: <b>Emerald</b> Greater Depth: <b>Sapphire</b>			
Vocab	Skills	Knowledge	Arriving in year 5 able to...
<p><b>Building a love of reading:</b> Building a love of reading: listen experience share discuss genre</p> <p><b>Word reading:</b> decode blend check correct</p> <p><b>Comprehension:</b> (Who/What/Where/Why /How/When/Which) infer deduce sequence order retrieve find and copy check predict compare word knowledge word choice evaluate</p>	<p><b>Word Reading:</b> . Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud new words that they meet.</p> <p><b>Comprehension:</b> . Apply a growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to understand the meaning of new words that they meet. . Develop positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks. . Use dictionaries to check the meaning of words that they have read. . Identify themes and conventions in a wide range of books. . Retelling age appropriate literature (poems and play scripts) orally increasingly showing understanding through intonation, tone, volume and action. . Discussing words and phrases that capture the reader's interest and imagination. . Read independently, checking the text makes sense to them, discussing and understanding the meaning of words in context and asking questions to further their understanding.</p>	<p><b>Word Reading:</b> . Growing knowledge of KS1, year 3 and new root words, prefixes and suffixes as listed in English Appendix 1. . Read further common exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p><b>Comprehension:</b> . Have a breadth and depth of age appropriate vocabulary. . Knowledge that books are structured in different ways and are written for a range of purposes. . Increasing familiarity with a wide range of fairy stories, myths and legends. . Have knowledge to recognise a range of poetry (e.g free verse, narrative poetry). . Secure knowledge of personal, social and emotional development (to partake fully in book discussion including turn taking).</p>	<p><b>Word Reading:</b> Read fluently (at around 90 words per minute) in an age appropriate book. It is imperative that pupils are taught to read during their last two years at primary school if they enter year 5 not being able to do so. . Pupils should be able to read aloud an increasingly wider range of poetry and books written at an age-appropriate interest level with accuracy and at a reasonable speaking pace. They should be able to read most words effortlessly and to work out how to pronounce unfamiliar written words with increasing automaticity. If the pronunciation sounds unfamiliar, they should ask for help in determining both the meaning of the word and how to pronounce it correctly. They should be able to prepare readings, with appropriate intonation to show their understanding, and should be able to summarise and present a familiar story in their own words. They should be reading widely and frequently, outside as well as in school, for pleasure and information. They should be able to read silently, with good understanding, inferring the</p>



## St. Paul's C.E. Primary School Reading Progression



summarise	<ul style="list-style-type: none"><li>. When reading independently, draw inferences such as a character's thoughts, feelings and motives from their actions and justifying inferences with evidence.</li><li>. When reading independently: continue to predict what might happen from details stated and implied.</li><li>. When reading independently: identify main ideas drawn from more than one paragraph and summarise these ideas.</li><li>. When reading independently: identify how language, structure and presentation contribute to meaning.</li><li>. Retrieve and record simple information from non-fiction.</li></ul>		meanings of unfamiliar words, and then discuss what they have read.
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## St. Paul's C.E. Primary School Reading Progression



### Year 5 Progression

Reading Books - Working Towards: **Emerald** Expected: **Sapphire** Greater Depth: **Diamond**

Vocab	Skills	Knowledge	Arriving in year 6 able to...
<p><b><u>Building a love of reading:</u></b> listen experience share discuss genre</p> <p><b><u>Word reading:</u></b> decode blend check correct</p> <p><b><u>Comprehension:</u></b> (Who/What/Where/Why/How/When/Which) infer deduce sequence order retrieve find and copy check predict compare word knowledge word choice evaluate summarise opinion</p>	<p><b><u>Word Reading:</u></b> At this stage, there should be no need for further direct teaching of word reading skills for almost all pupils. If pupils are struggling or failing in this, the reasons for this should be investigated. . Apply their initial knowledge of age appropriate 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 they meet.</p> <p><b><u>Comprehension:</u></b> . Maintain positive attitudes to reading and understanding of what they read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction, reference books or textbooks. . Recommend books that they have read to their peers, beginning to give reasons for their choices. . Identify and discuss themes and conventions in and across a wide range of writing. . Make comparisons within and across books. . Preparing poems and plays to read aloud and to perform, showing an understanding through intonation, tone and volume so that the meaning is clear to an audience. . Discuss understanding of unfamiliar words and explore the meaning of words in context. . Understanding what they read by beginning to ask questions to improve their understanding.</p>	<p><b><u>Word Reading:</u></b> . Knowledge of LKS2 and new root words, prefixes and suffixes. . Understanding of most age appropriate vocabulary including new vocabulary - meaning, context and correct pronunciation.</p> <p><b><u>Comprehension:</u></b> . Have a breadth and depth of age appropriate vocabulary. . Deepen knowledge that a wider range of books are structured in increasingly different ways and are written for a wide range of purposes. . Increasing familiarity with a wide range of fairy stories, myths and legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions. . Understanding themes and conventions across a wide range of writing. . Learning a range of poetry by heart . Understand that language, structure and presentation contribute to overall meaning. . Understanding the difference between fact and opinion.</p>	<p><b><u>Word Reading:</u></b> . Read age appropriate books with confidence and fluency . Recognise themes within texts (e.g love, loss) . Read aloud with intonation and expression to convey meaning and character . Work out the meaning of words in context . Explain and discuss the meaning of familiar and unfamiliar words . Explain and discuss texts that they have read, and draw on inference skills and justify these with evidence. . Make predictions from details in the text and justify these. . Retrieve information from fiction and non-fiction . Summarise made ideas from a whole text or part of a text . Use quotations from a text to evidence answers . Consider why authors use specific language and narrative techniques . Make comparisons within and across books. . Discuss fact and opinion: picking out key parts of a text that back up their reasons.</p>



## St. Paul's C.E. Primary School Reading Progression



<p>fact impression</p>	<p>Understand what they read by beginning to predict what might happen from details stated and implied based on challenging texts, themes, themes, conventions and knowledge about the author or genres.</p> <ul style="list-style-type: none"><li>. Understand what they read by beginning to draw inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li><li>. Begin to predict what might happen based on details stated or implied (based on challenging texts, themes, conventions and knowledge about genres and authors).</li><li>. Begin to make simple summaries of the main ideas drawn from more than one paragraph and identifying key details that support the main ideas.</li><li>. Begin to discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>. Beginning to distinguish between statements of fact and opinion.</li><li>. Beginning to retrieve, record and present information from nonfiction.</li><li>. Begin to 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>. Beginning to explain and discuss their understanding of what they have read, including through formal presentations and debates maintaining a focus on the topic beginning to use notes where necessary.</li></ul>		
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## St. Paul's C.E. Primary School Reading Progression



	. Beginning to provide reasoned justifications for their views.		
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### Year 6 Progression

Reading Books - Working Towards: **Sapphire** Expected: **Diamond** Greater Depth: **Pearl**

Vocab	Skills	Knowledge	Arriving in year 7 able to...
<p><b><u>Building a love of reading:</u></b> Building a love of reading: listen experience share discuss genre</p> <p><b><u>Word reading:</u></b> decode blend check correct</p> <p><b><u>Comprehension:</u></b> (Who/What/Where/Why/How/When/Which) infer deduce sequence order retrieve find and copy check predict</p>	<p><b><u>Word Reading:</u></b> All of KS1, LKS2 word reading skills and: . Continue to apply growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, in order to understand the meaning of new words that they meet.</p> <p><b><u>Comprehension:</u></b> . Continue to develop a love of reading and regularly read for pleasure. . 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. . Recommending books that they have read to their peers, giving reasons for their choices. . Making comparisons within and across books . Preparing poems and plays to read aloud and to perform, showing an understanding through intonation, tone and volume so that the meaning is clear to an audience.</p>	<p><b><u>Word Reading:</u></b> Word Reading: . Knowledge of LKS2, Year 5 and new root words, prefixes and suffixes. . Understanding of all age appropriate vocabulary including new vocabulary - meaning, context and correct pronunciation.</p> <p><b><u>Comprehension:</u></b> . Have a breadth and depth of age appropriate vocabulary. . Have an in depth knowledge of the presentation features and language features of an increasingly wide range of text types and genres. . 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. . Understanding themes and conventions across a wide range of writing. . Learning a wider range of poetry by heart</p>	<p><b><u>Word Reading:</u></b> . Read fluently (at around 90 words per minute) an age appropriate book. . Pupils should be able to discuss books they have read with increasing confidence. Their confidence, enjoyment and mastery of language should be extended through public speaking and performance. . Pupils' reading be sufficiently fluent and effortless for them to manage the general demands of the curriculum in year 7, across all subjects and not just in English, but there will continue to be a need for pupils to learn subject specific vocabulary. . Work out the meaning of words in context and explain and discuss the meaning of familiar and unfamiliar words . Explain and discuss texts that they have read, and draw on inference skills and justify these with evidence- using quotations from the text. . Make predictions from details in the</p>



## St. Paul's C.E. Primary School Reading Progression



<p>compare word knowledge word choice evaluate summarise impression</p>	<ul style="list-style-type: none"><li>. Discuss understanding of unfamiliar words and explore the meaning of words in context.</li><li>. Understanding what they read by asking questions to improve their understanding.</li><li>. Understand what they read by drawing inferences such as inferring character's feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li><li>. Begin to predict what might happen based on details stated or implied (based on more challenging texts, themes, conventions and knowledge about genres and authors).</li><li>. Summarise the main ideas from more than one paragraph identifying the key details that support the main ideas.</li><li>. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</li><li>. Distinguish between statements of fact and opinion.</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>. 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.</li><li>. Provide reasoned justifications for their views.</li></ul>	<ul style="list-style-type: none"><li>. Understand that language, structure and presentation contribute to overall meaning.</li><li>. Understand that texts have underlying meanings</li></ul>	<p>text and justify these using evidence and own opinions</p> <ul style="list-style-type: none"><li>. Retrieve information from fiction and non-fiction</li><li>. Summarise main ideas from a whole text or part of a text</li><li>. Consider why authors use specific language and narrative techniques</li><li>. Make comparisons within and across books.</li></ul>
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