

## Progression sheet

The following grid shows what Reading Skills are being taught in each year group at Lapage Primary School & Nursery.

Teachers use creative approaches and make links to other subjects being taught in order to make learning more exciting and purposeful for children.

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Word Reading</u></b>            Know information can be relayed in the form of print. Know that print carries meaning and, in English, is read from left to right and top to bottom. Hears and says the initial sound in words. Links sounds to letters, naming and sounding the letters of the alphabet. Begin to recognise sounds.</p>	<p><b><u>Word Reading</u></b>            Apply phonic knowledge to decode words. Speedily read all 40+ letters/groups for 40+ phonemes. Read accurately by blending taught Grapheme Phoneme Correspondences. Read common exception words. Read common suffixes s, es, ing, ed. Read multisyllabic words containing taught GPCs. Read contractions understanding use of apostrophe. Read aloud phonetically decodable texts.</p>	<p><b><u>Word Reading</u></b>            Secure phonic decoding until reading is fluent. Read accurately by blending, including alternative sounds for graphemes. Read multisyllabic words containing these graphemes. Read common suffixes. Read exception words, noting unusual correspondences. Read most words quickly and accurately without overt sounding and blending.</p>	<p><b><u>Word Reading</u></b>            Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the new words they meet. Read further exception words, noting the correspondences between spelling and sound, and where these occur in the word.</p>	<p><b><u>Word Reading</u></b>            Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and to understand the new words they meet. Read further exception words, noting the correspondences between spelling and sound, and where these occur in the word.</p>	<p><b><u>Word Reading</u></b>            Apply their growing knowledge of root words, prefixes and suffixes, (morphology and etymology) both to read aloud and to understand the new words they meet.</p>	<p><b><u>Word Reading</u></b>            Apply their growing knowledge of root words, prefixes and suffixes, (morphology and etymology) both to read aloud and to understand the new words they meet.</p>
EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Prediction</u></b>            To anticipate key events and phrases in rhymes and stories. To suggest how a story might end.</p>	<p><b><u>Prediction</u></b>            To predict what might happen on the basis of what has been read so far.</p>	<p><b><u>Prediction</u></b>            To predict what might happen, or what they will find out, on the</p>	<p><b><u>Prediction</u></b>            Understand what they read, predicting what might happen from details</p>	<p><b><u>Prediction</u></b>            Understand what they read, predicting what might happen from details stated and</p>	<p><b><u>Prediction</u></b>            Understand what they read, predicting what might happen from details stated and implied</p>	<p><b><u>Prediction</u></b>            Understand what they read... predicting what might happen from details stated and implied</p>

<p><b>Make predictions based on clues such as pictures.</b></p> <p><i>Early Learning Goal</i> To listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions*</p> <p><i>Clarifying</i> To build up vocabulary that reflects the breadth of their experiences. 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 ELG Children read and understand simple sentences...</p>	<p><b>To link what they have read, or have read to them to their own experiences. Discuss the significance of the title and events.*</b> Recognise and join in with predictable phrases.</p> <p><i>Clarifying</i> To discuss word meaning and link new meanings to those already known. Checking the text makes sense to them as they read</p>	<p><b>basis of what has been read so far in a text.</b> Link the events or topic from a text to their own experience and / or information they know. Recognise how books are similar to others they have read so far.</p> <p><i>Clarifying</i> To discuss and clarify the meanings of words, linking new meanings to known vocabulary. To discuss their favourite words and phrases. To recognise simple recurring literary language in stories and poetry. Checking the text makes sense to them as they read and checking inaccurate reading.</p>	<p><b>stated and implied</b> e.g. talk about simple themes. Link the events or the topic from a text to their own experiences or information. <b>Begin to make links to similar books they have read.</b> <b>Update and modify their predictions about the events, characters or ideas in a text.</b></p> <p><i>Clarifying</i> Begin to use dictionaries to check the meaning of words that they have read. Discuss words and phrases that capture the reader's interest and imagination. <b>To check that the text makes sense to them, discussing their understanding and explaining words in context.</b></p>	<p><b>implied e.g.</b> based on content, themes or text types. <b>Link what they've read in a text to what they know, their experience and that of others, and their experience with reading similar texts.</b> Use text evidence. Modify predictions as they read on a regular basis.</p> <p><i>Clarifying</i> <b>To use dictionaries to check the meaning of words that they have read.</b> Discuss words and phrases that capture the reader's interest and imagination. <b>To check that the text makes sense to them, discussing their understanding and explaining words in context.</b></p>	<p>Use background knowledge or information about the topic or text type to establish expectations about a text. <b>Compare what is read to what was expected. Justify in detail with evidence from the text.</b> Make regular, increasingly plausible predictions as they read, <b>Review predictions, explain why their idea is no longer appropriate or current.</b> <b>Identify where texts have changed direction.</b></p> <p><i>Clarifying</i> <b>Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</b> <b>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</b></p>	<p><b>Make plausible predictions and explain what they are basing them on.</b> Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas. Discuss how characters change and develop through texts by drawing inferences based on indirect clues. <b>Discuss how and why they need to modify their predictions as they read on.</b> Make comparisons between a text and others they have read.</p> <p><i>Clarifying</i> <b>Understand what they read by checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context.</b> <b>To discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.</b></p>
<p><b>EYFS</b></p>	<p><b>Year 1</b></p>	<p><b>Year 2</b></p>	<p><b>Year 3</b></p>	<p><b>Year 4</b></p>	<p><b>Year 5</b></p>	<p><b>Year 6</b></p>
<p><b><u>Questioning</u></b> To know that information can be retrieved from books and computers.</p>	<p><b><u>Questioning</u></b> To join in with discussions about a text, taking turns and listening to what others say.</p>	<p><b><u>Questioning</u></b> Answering and asking questions. To participate in discussion about books,</p>	<p><b><u>Questioning</u></b> Understand what they read, in books they can read independently, by asking questions to</p>	<p><b><u>Questioning</u></b> Understand what they read, in books they can read independently, by</p>	<p><b><u>Questioning</u></b> Understanding what they read by asking questions to improve their understanding</p>	<p><b><u>Questioning</u></b> Understanding what they read by asking questions to improve their understanding</p>

<p>To listen to stories, respond to what they hear with relevant comments, questions or actions. To demonstrate understanding when talking with others about what they have read. To answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.</p> <p><b><u>Summarising</u></b> To listen to stories with increasing attention and recall. (To begin to be aware of the way stories are structured.) To describe main story settings, events and principal characters.</p>	<p>Explain clearly their understanding of what is read to them. To discuss the significance of titles and events. To begin to make simple inferences.</p> <p><b><u>Summarising</u></b> To become increasingly familiar with and to retell a wide range of stories, fairy stories and traditional tales considering their particular characteristics.</p>	<p>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, explaining and discussing their understanding To make inferences on the basis of what is being said and done.</p> <p><b><u>Summarising</u></b> Become increasingly familiar with and retell a wider range of stories, fairy stories and traditional tales. Discuss the sequence of events in books and how items of information are related. Be introduced to non-fiction books that are structured in different ways.</p>	<p>improve their understanding of the text. Drawing inferences such as inferring character’s feelings, thoughts and motives from their actions, justifying inferences with evidence. To retrieve and record (simple) information from non- fiction texts.</p> <p><b><u>Summarising</u></b> Identify main ideas drawn from more than one paragraph and summarise these. Identify themes and conventions in a wide range of books. Increasing familiarity with a wide range of books including fairy stories, myths and legends, and retelling some of these orally</p>	<p>asking questions to improve their understanding of the text. Drawing inferences such as inferring character’s feelings, thoughts and motives from their actions, justifying inferences with evidence. To retrieve and record information from non- fiction texts.</p> <p><b><u>Summarising</u></b> Identify themes and conventions in a wide range of books. Increasing familiarity with a wide range of books including fairy stories, myths and legends, and retelling some of these orally Reading books that are structured in different ways for a range of purposes. Identify how language, structure and presentation contribute to meaning.</p>	<p>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction. 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. Begin to provide reasoned justification for their views.</p> <p><b><u>Summarising</u></b> Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main idea. Making comparisons within and across books. Recommend texts to peers based on personal choice. Identifying how language, structure and presentation contribute to meaning.</p>	<p>Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence. Distinguish between statements of fact and opinion Retrieve, record and present information from non-fiction. 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 justification for their views.</p> <p><b><u>Summarising</u></b> Summarising the main ideas drawn from more than one paragraph, identifying key details to support the main idea. Making comparisons within and across books. To recommend texts to peers based on personal choice. Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p>
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EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b><u>Reading for Pleasure</u></b>            Enjoys rhyming and rhyming activities            Listens to and joins in with stories and poems, one to one and also in small groups            Looks at books independently  <i>Enjoys an increasing range of books</i></p>	<p><b><u>Reading for Pleasure</u></b>            Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to a wide range of poems, stories, non-fiction at a level beyond which they can read independently.</p>	<p><b><u>Reading for Pleasure</u></b>  <b>Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to discussing and expressing views about a wide range of contemporary and classic poetry, stories, non-fiction at a level beyond which they can read independently.</b></p>	<p><b><u>Reading for Pleasure</u></b>  <b>Develop positive attitudes to reading and understanding of what they have read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b>            Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action            Recognising some different forms of poetry (for example free verse, narrative poetry)            Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p><b><u>Reading for Pleasure</u></b>  <b>Develop positive attitudes to reading and understanding of what they have read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</b>            Preparing play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action            Recognising some different forms of poetry (for example free verse, narrative poetry)              Participate in discussions about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p><b><u>Reading for Pleasure</u></b>            Pupils should maintain positive attitudes to reading and understanding of what they have read by recommending books to their peers and giving reasons for their choices  <b>Participate in discussions about books that they have read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously.</b>            Provide reasoned justifications for their views.  <b>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</b></p>	<p><b><u>Reading for Pleasure</u></b>            Pupils should maintain positive attitudes to reading and understanding of what they have read by recommending books to their peers and giving reasons for their choices  <b>Participate in discussions about books that they have read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously</b>            Provide reasoned justifications for their views.  <b>To read for pleasure, discussing, comparing and evaluating in depth across a wide range of genres, including myths, legends, traditional stories, modern fiction, fiction from our literary heritage and books from other cultures and traditions.</b></p>