

### Killigrew Primary and Nursery School Reading Skills Progression

\*Phonics and early reading are taught through the Read Write Inc. phonics scheme. We chose this scheme because we know that Read Write Inc. provides a systematic and consistent approach to the teaching of phonics and early reading. It provides a platform for all adults to teach phonics with integrity and consistency.

	Nursery	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Word Reading</b>	<p>Recognises words with the same initial sound.</p> <p>Claps or counts syllables in a word.</p> <p>Recognises some Set 1 graphemes.</p> <p>Recognises own name.</p>	<p>Recognises Set 1 graphemes and at least 10 diagraphs – can include set 1 diagraphs (th, ng, sh, ch).</p> <p>Recognises some simple Set 2 graphemes.</p> <p>Distinguishes between a word and a space.</p> <p>Reads most Reception common exception words.</p>	<p>Recognises Set 1, 2 and 3 graphemes including the alternative sounds for graphemes.</p> <p>Distinguishes between a word, letter and a space.</p> <p>Blends phonemes in unfamiliar words containing taught graphemes.</p> <p>Reads Reception common exception words on sight.</p>	<p>Recognises all graphemes in sets 1 – 3 including alternative pronunciations of graphemes.</p> <p>Recognises common word endings (tious, tion, cious).</p> <p>Quickly blends phonemes in unfamiliar words containing taught graphemes.</p> <p>Accurately reads words with two or more syllables.</p> <p>Reads words containing</p>	<p>Confidently recognises and uses all graphemes in sets 1 – 3 including alternative sounds &amp; pronunciations for graphemes, word endings and additional graphemes.</p> <p>Reads Y2 high frequency words on sight.</p> <p>Reads most Y3 high frequency words on sight.</p> <p>Reads aloud with intonation, taking into account a wider range of</p>	<p>Reads all Y3/4 common exception words on sight.</p> <p>Reads most Y4/5 common exception words on sight.</p> <p>Reads aloud with intonation and expression, taking into account most punctuation.</p> <p>Reads a range of age appropriate texts fluently and accurately.</p> <p>Begins to work out the meaning of unknown words from the way they are used in context.</p>	<p>Reads all Y4/5 common exception words on sight.</p> <p>Reads most Y5/6 common exception words.</p> <p>Understands and explains the function of sophisticated punctuation.</p> <p>Works out the meaning of unknown words from the way they are used in context.</p> <p>Reads aloud with pace, fluency and expression, taking punctuation and</p>	<p>Reads all taught common exceptions words on sight.</p> <p>Works out and explains the meaning of unknown words from the way they are used in context and using word class cues.</p> <p>Varies tone, inflection and volume when reading dialogue taking explicit and implicit cues from the text</p> <p>Emphasises (through reading) the emotion of different characters depending on</p>

		<p>Reads and understands simple sentences.</p> <p>Reads aloud books that are consistent with their phonic knowledge.</p> <p>Uses phonic knowledge to decode and blend regular words and read them aloud accurately.</p>	<p>Reads most Y1 common exception words on sight.</p> <p>Reads words with endings – s, -es, -ing, -ed, -er, and –est.</p> <p>Reads words with more than one syllable (containing taught graphemes).</p> <p>Reads words with contractions.</p> <p>Points to full stops when reading.</p> <p>Re-reads books to build fluency and confidence.</p>	<p>common affixes.</p> <p>Reads Y1 common exception words on sight.</p> <p>Reads most Y2 common exception words on sight.</p> <p>Reads most words without overt sounding and blending.</p> <p>Reads words with contractions and understands the use of the apostrophe.</p> <p>Knows the function of full stops when reading and shows this in their reading aloud.</p>	<p>punctuation.</p> <p>Reads independently using a range of strategies to establish meaning.</p> <p>Reads aloud with expression and intonation taking into account a wide range of punctuation.</p>		<p>author’s intent into account.</p> <p>Varies reading tone, inflection and volume dependent on the character being described</p> <p>Varies tone, inflection and volume when reading dialogue taking explicit cues from the text</p> <p>Emphasises (through reading) the emotion of different characters depending on situational cues.</p>	<p>situational cues and their relationship to other characters.</p>
--	--	---	--	--	---	--	---	---

<b>Comprehension</b>	Listens to simple stories and understands what is happening, with the help of the pictures.	Listens to stories read aloud to them and accurately anticipates key events.	Listens attentively to a range of genres.	Listens attentively to a wide range of genres including classic and contemporary poetry.	Listens to and discusses a wide range of fiction and non-fiction including books structured in different ways.	Participates in open discussion about a wide range of genres.	Reads a wide range of fiction, poetry, plays and non-fiction books that are structured in different ways.	Reads for a range of purposes.
	Enjoys listening to longer stories and can remember much of what happens.	Comments on pictures or parts of the story that interest them.	Links what they read or hear to their own experiences.	Talks about how different words and phrases affect meaning.	Summarises and explains the main points in a text, referring back to the text with quotes to support.	Uses text marking to support retrieval of information or ideas from texts.	Explores the layout and structure of a text.	Identifies and discusses themes, conventions and structure across a wide range of texts – making comparisons.
	Understands ‘why’ questions, like: “Why do you think the caterpillar in the story got so fat?”	Retells known stories in their own words.	Retells known stories, including significant events in a sequence.	Re-tells and summarises a previously unknown story, giving the main points clearly in sequence.	Identifies how language, structure, and presentation contribute to meaning.	Skims and scans to identify key ideas in text.	Identifies and explains the reasons behind a text structure and layout.	Explains the structural devices an author has used to organise a text
	Knows many rhymes and can talk about familiar books.	Joins in with repeated words or phrases.	Answers simple retrieval questions.	Learns some poems by heart and performs with appropriate intonation to make meaning clear.	Locates information by skimming and scanning.	Refers to the text (or quotes directly) to support opinions and predictions and answers to direct questions.	Recommends books or authors and giving reasons for choice.	Makes comparisons within and across books and genres.
Uses new vocabulary	Learns some poems or rhymes by heart.	Makes plausible predictions about character or plot based on clues.	Locates some specific information on	Reads between the lines, using clues from text and pictures, to discuss thoughts,	Locates information quickly and effectively using knowledge of text structure.	Prepares poems and plays to perform, clarifying meaning through intonation, tone and volume.	Summarises the main ideas drawn from more than one paragraph, identifying key details that support the main ideas.	
	Asks questions about a non-fiction text.	Distinguishes between fiction and non-fiction and discusses their features.			Justifies and elaborates on opinions and predictions, referring back to	Prepares a poem for performance	Discusses and evaluate how authors use language, including	

<p>through the day.</p> <p>Sings a large repertoire of songs and rhymes.</p> <p>Spots and suggests rhymes.</p> <p>Understands the five key concepts about print:                      - print has meaning                      - print can have different purposes                      - we read English text from left to right and from top to bottom                      - the names of the different parts of a book                      - page sequencing</p>	<p>Begins to distinguish between fiction and non-fiction, commenting on their features.</p> <p>Says whether they like or dislike a story.</p> <p>Comments on words that they like the sound of or words that are new to them.</p> <p>Uses and understands recently introduced vocabulary during discussion.</p> <p>Responds to what they hear with relevant comments,</p>	<p>Expresses opinions about main events and characters in stories.</p> <p>Notices new vocabulary in own reading or when listening to texts.</p>	<p>a non-fiction page in response to a direct question.</p> <p>Able to find the answers to retrieval questions, both written and oral.</p> <p>Asks and answers questions when reading a non-fiction text.</p> <p>Begins to read between the lines, using clues from text and pictures, to discuss thoughts, feelings and actions.</p> <p>Makes predictions about a text using a range of clues.</p>	<p>feelings and actions.</p> <p>Explores some straightforward underlying themes and ideas.</p> <p>Makes plausible predictions based on knowledge from/of the text and wider connections.</p> <p>Explains how and why main characters act in certain ways using evidence from the text.</p> <p>Explores potential meanings of ambitious vocabulary read in context.</p> <p>Sometimes empathises with different characters' point of view in</p>	<p>the text for evidence.</p> <p>Identifies the main ideas drawn from more than one paragraph.</p> <p>Summarises key ideas.</p> <p>Reads between the lines to interpret meaning and/or explain how characters are presented - referencing the text.</p> <p>Explores alternative scenarios.</p> <p>Understands and explains different characters' points of view.</p> <p>Infers meaning, using evidence from the text</p>	<p>through text annotations.</p> <p>Checks that the text makes sense by discussing their understanding and exploring the meaning of words in context. Asks questions to improve their understanding.</p> <p>Summarises ideas drawn from one or more paragraphs.</p> <p>Identifies how language, structure and presentation contribute to meaning.</p> <p>Infers and deduces meaning based on evidence drawn from the text.</p> <p>Predicts what might happen from details</p>	<p>figurative language. Considers the impact of language choice on the reader.</p> <p>Infers characters' feelings, thoughts and motives from their actions. Justifies inferences with evidence.</p> <p>Refers to the text to support opinions and elaborate.</p> <p>Decides on the quality and usefulness of a range of texts and explains reasoning clearly to others.</p> <p>Infers messages, moods, feelings and attitudes using the clues from the text.</p> <p>Explains a character's motives</p>
---	---	---	---	--	--	---	--

		<p>questions or actions.</p> <p>Answers some simple, direct questions about a story that they have heard: <i>'how' and 'why' questions about their experiences and in response to stories or events.</i></p> <p>Demonstrate understanding when talking with others about what they have read.</p>		<p>Compares similarities and differences between texts/books in terms of characters, settings and themes.</p> <p>Explains the meaning of new vocabulary in context and discusses favourite words and phrases.</p> <p>Talks about the features of certain non-fiction texts and explains how to use their features.</p>	<p>order to explain what characters are thinking/feeling and the way they act.</p> <p>Demonstrates how to use information books and uses knowledge of the alphabet to locate information.</p> <p>Understands the purpose of a paragraph or chapter.</p> <p>Identifies and comments on where language is used to effect meaning or create mood.</p> <p>Identifies language features of some different text types.</p>	<p>and wider experiences.</p> <p>Clarifies the meanings of ambitious words and/or phrases in context. Identifies and discusses the various features of fiction genres including differences between them.</p> <p>Identifies and explains the difference between fact and opinion.</p> <p>Asks questions to improve their understanding of a text.</p> <p>Talks about the effect of the author's language choice to create different effects, images and atmosphere.</p>	<p>stated and implied.</p> <p>Distinguishes between statements of fact and opinion.</p> <p>Refers to the text to support opinions.</p> <p>Skims and scans non-fiction texts.</p> <p>Retrieves and collates information from a range of sources.</p> <p>Discusses messages, moods, feelings and attitudes using the clues from the text.</p> <p>Discusses how an author builds a character through dialogue, action, description.</p>	<p>throughout a story and use evidence from the text to back up opinions.</p> <p>Recognises which character the writer wants the reader to like or dislike and what techniques are used to achieve this.</p> <p>Identifies the purpose, audience and organisation of different texts and evaluates the success of these elements.</p> <p>Evaluates the success of a text or identifies why a long-established novel may have retained its lasting appeal.</p> <p>Discusses the difference between literal and figurative language and the effects of imagery.</p>
--	--	---	--	--	--	---	--	---

					<p>Makes choices about which texts to read based on prior reading experiences and preferences.</p>	<p>Compares the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p>	<p>Identifies relationships between characters, explaining the effect this has on the reader.</p> <p>Identifies the ways in which paragraphs are linked.</p> <p>Identifies the point of view from which a story is told and how this affects the reader's response (author bias).</p> <p>Discusses how and why the text affects the reader and refers back to the text to back up point of view.</p> <p>Explores and explains how an impression of a character is built through analysis</p>	<p>Recognises the use of irony and comment on the writer's intention</p> <p>Discusses the message a text has about our society, a particular culture or traditions from the past.</p>
--	--	--	--	--	--	--	--	---

							of their own words.	
--	--	--	--	--	--	--	---------------------	--