

# **English Progression**

## **Document**

### **Reading Progression**

This document contains the reading skills that the children should be taught throughout their time at Gaddesden Row School. The skills are broken down into 'word reading' and 'comprehension'.

Knowledge and skills to be acquired		
Year groups	Word Reading	Comprehension
EYFS	<ul style="list-style-type: none"> <li>Children read simple sentences.</li> <li>Use phonic knowledge to decode regular words and read them aloud accurately.</li> <li>Read some common irregular words.</li> </ul>	<ul style="list-style-type: none"> <li>Understand simple sentences they read.</li> <li>Demonstrate understanding when talking to other about what they have read.</li> </ul>

Key Stage 1		
Year 1	<ul style="list-style-type: none"> <li>Able to match all 40+ graphemes to their phonemes.</li> <li>Blend sounds of unfamiliar words.</li> <li>Divide words into syllables.</li> <li>Read compound words.</li> <li>Read words with contractions and understand the apostrophe represents the missing letter.</li> <li>Read phonetically decodable words.</li> <li>Read words that end with 's, -ing, ed, -est.</li> <li>Read words that start with un- Add -ing, -ed, and -er, to verbs.</li> <li>Read words of more than syllable that contain taught grapheme, phoneme correspondents.</li> </ul>	<ul style="list-style-type: none"> <li>Say what the like don't like about a book.</li> <li>Link what has been read or heard to own experiences.</li> <li>Retell key stories orally using narrative language.</li> <li>Talk about the main characters in a story.</li> <li>Learn poem and rhymes off by heart.</li> <li>Use what is already known to understand texts.</li> <li>Check reading makes sense and correct when it doesn't.</li> <li>Begin to draw inferences from the text and/or illustrations.</li> <li>Make predictions about the events.</li> <li>Explain what I think a text is about.</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Can decode automatically and fluently.</li> <li>Is able to blend sounds in words that contain the graphemes learnt.</li> <li>Recognise and read alternative sounds for graphemes.</li> <li>Read accurately words of two or more syllables that contain the same GPCs.</li> <li>Read words with common suffixes.</li> <li>Read common exception words.</li> <li>Read and comment on unusual correspondence between grapheme and phoneme.</li> <li>Read most words quickly and accurately when they are known words without sounding out and blending.</li> <li>Read most suitable books accurately, showing fluency and confidence.</li> </ul>	<ul style="list-style-type: none"> <li>Talk about and give an opinion on a range of texts.</li> <li>Discuss the sequence of events in books and how they relate to each other.</li> <li>Use prior knowledge, including context and vocabulary, to understand texts.</li> <li>Retell stories, including fairy stories and traditional tales.</li> <li>Read for meaning and check that the text makes sense, go back and re-read when it does not makes sense.</li> <li>Find recurring language in stories and poems.</li> <li>Talk about favourite words and phrases in stories and poems.</li> <li>Recite some poems by heart, with appropriate intonation.</li> <li>Ask and answer questions.</li> <li>Make predictions based on what I has been read.</li> <li>Draw (simple) inferences from illustrations, events, characters' actions and speech.</li> </ul>

Lower Key Stage 2		
Year 3	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<ul style="list-style-type: none"> <li>• Read a range of fiction, poetry, plays, and nonfiction texts.</li> <li>• Discuss the texts read.</li> <li>• Read aloud and independently, taking turns and listening to others.</li> <li>• Explain how non-fiction books are structured in different ways and can use them effectively.</li> <li>• Explain some of the different types of fiction books.</li> <li>• Ask relevant questions to get a better understanding of a text.</li> <li>• Predict what might happen based on details known and read.</li> <li>• Draw inferences such as inferring a characters' feelings, thoughts and motives from their actions.</li> <li>• Use a dictionary to check the meaning of unfamiliar words.</li> <li>• Identify the main point of a text.</li> <li>• Explain how structure and presentation contribute to the meaning of texts.</li> <li>• Use non-fiction texts to retrieve information.</li> <li>• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> </ul>	<ul style="list-style-type: none"> <li>• Know which books to select for specific purposes, especially in relation to science, geography and history learning.</li> <li>• Use a dictionary to check the meaning of unfamiliar words.</li> <li>• Discuss and record words and phrases that writers use to engage and impact on the reader.</li> <li>• Identify some of the literary conventions in different texts.</li> <li>• Identify the (simple) themes in texts.</li> <li>• Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>• Explain the meaning of words in context.</li> <li>• Ask relevant questions to improve my understanding of a text.</li> <li>• Infer meanings and begin to justify them with evidence from the text.</li> <li>• Predict what might happen from details stated and from the information deduced.</li> <li>• Identify where a writer has used precise word choices for effect to impact on the reader.</li> <li>• Identify some text type organisational features, for example, narrative, explanation and persuasion.</li> <li>• Retrieve information from non-fiction texts.</li> <li>• Build on others' ideas and opinions about a text in discussion.</li> </ul>

## Upper Key Stage 2

<b>Year 5</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Read further exception words, noting the unusual correspondences between spelling and sound.</li> <li>• Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words.</li> <li>• Re-read and read ahead to check for meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Familiar with and can talk about a wide range of books and text types, including myths, legends and traditional stories and books from other cultures and traditions. Able to discuss the features of each.</li> <li>• Read non-fiction texts and identify the purpose, structure and grammatical features, evaluating how effective they are.</li> <li>• Identify significant ideas, events and characters; and discuss their significance.</li> <li>• Recite poems by heart, e.g. narrative verse, haiku.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>
<b>Year 6</b>	<ul style="list-style-type: none"> <li>• Apply knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of unfamiliar words.</li> <li>• Use my combined knowledge of phonemes and word derivations to pronounce words correctly, e.g. arachnophobia.</li> <li>• Attempt the pronunciation of unfamiliar words drawing on my prior knowledge of similar looking words.</li> <li>• Read fluently, using punctuation to inform meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Read books that are structured in different ways.</li> <li>• Recognise texts that contain features from more than one text type.</li> <li>• Evaluate how effectively texts are structured and presented.</li> <li>• Read non-fiction texts to help with my learning.</li> <li>• Read accurately and check understanding.</li> <li>• Able to recommend books to others and give reasons for my recommendation.</li> <li>• Identify themes in texts.</li> <li>• Identify and discuss the conventions in different text types.</li> <li>• Identify the key points in a text.</li> <li>• Recite a range of poems by heart, e.g. narrative verse, sonnet.</li> <li>• Prepare poems and plays to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> </ul>