

Brierley Primary School: Progression in Reading



	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Decoding/ word reading	<p>Children learn to: Hear and say initial sounds in words. Segment sounds in simple words and blend them together. Know which letters represent some of the sounds. Link sounds to letters, naming and sounding the letters of the alphabet. Begin to read words and simple sentences. Read their name Read labels in the environment. Recognise and read some common exception words.</p>	<p>Children learn to: Apply phonic knowledge and skills for all 40+ phonemes. Read accurately by blending sounds in unfamiliar words using the GPCs they know. Read the common exception words for Year 1. Read words of more than one syllable that contain the taught GPCs. Read contractions. Read words containing a range of endings e.g. -es, -er, -ing Accurately read aloud books that are consistent with their phonic knowledge and that do not require other strategies to work out words.</p>	<p>Children learn to: Continue to apply phonic knowledge to decode words until they can read with automaticity. Recognise alternative sounds for graphemes, including words of two or more syllables which contain those graphemes. Read Year 2 common exception words. Read most words without overtly sounding out (once these words are familiar). Begin to read more challenging vocabulary.</p>	<p>Children learn to: Apply their growing knowledge of root words, prefixes and suffixes, both to read aloud and understand the meaning of. Read further common exception words (from Year 3/4 list). Decode most new words, making good attempts at unfamiliar words.</p>	<p>Children learn to: Apply their growing knowledge of morphology to read aloud and to understand the meaning of new words. Read Year 3/4 common exception words.</p>	<p>Children learn to: Work out the meaning of unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). Read many Year 5/6 common exception words.</p>	<p>Children learn to: Work out the meaning of unfamiliar words by applying their growing knowledge of root prefixes and suffixes (morphology and etymology). Read Year 5/6 common exception words.</p>

General:

All children to read books which are closely matched to their phonics or reading ability with at least 95% accuracy and phonics is taught following the school's SSP (Little Wandle Letters and Sounds). Children to be able to re-read with fluency and prosody and read with automaticity (where very little sounding out is needed). Children to read increasingly longer texts to build their reading stamina. Children to be able to talk about what they have read, showing an understanding and (Yellow level onwards) read questions independently and provide independent written answers which are pitched at the level they are reading at. Once children become secure with decoding (as early as possible) they should become independent, fluent and enthusiastic readers who read to learn rather than learn to read.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Expected wpm (approx)	25 wpm	70 wpm	90 wpm	110 wpm	140 wpm	150+ wpm	150 – 200 wpm
End of year expectations	Yellow	Turquoise	Lime	Topaz	Emerald	Free Read	
Fluency Skills	<p>Children learn to: Recognise and read their name automatically. To join in with a refrain (a line or group of lines) during a group recitation. To recite some familiar rhymes and songs by heart . To recite some rhymes to a given rhythm (e.g. marching or clapping to the beat). To sing the alphabet with support. To begin to read words and simple sentences (following our SSP). To recognise and read some common exception words with automaticity (following our SSP). To sight-read familiar labels</p>	<p>Children learn to: Recite some familiar complete rhymes and songs by heart (they may use body percussion or instruments to hold the beat). To recognise and join in with predictable phrases. Read on sight the common exception words for Year 1. To say or sing the alphabet in sequence. Sound out and blend unfamiliar words, quickly and accurately using their phonics knowledge and skills. To read aloud, checking the text makes sense to them. Begin to notice sentence punctuation when reading.</p>	<p>Children learn to: Continue to apply phonic knowledge and skills until automatic decoding has become embedded and reading is fluent. Read unfamiliar words containing all common graphemes accurately and without undue hesitation by sounding them out in books that are closely matched to their phonics ability. To recite familiar poems by heart. To read many Year 2 common exception words automatically by sight. Read most words quickly and accurately when they have been frequently encountered (without overt sounding out and blending).</p>	<p>Children learn to: Recite some poems or songs by heart, in groups and sometimes alone, building confidence and fluency. To read age-appropriate books accurately and at a speed that is sufficient for them to focus on understanding rather than on decoding individual words. To read new words outside the spoken vocabulary, making a good attempt at pronunciation. To speak audibly and with growing fluency when reading aloud. Read on sight all Year 2 common exception words and some of the Year 3/4 common exception words.</p>	<p>Children learn to: Read aloud a wider range of age-appropriate texts (including poetry) with automaticity, fluency and prosody (at a reasonable pace for their age). To read words speedily by working out the pronunciation of unfamiliar words (decoding) and recognising familiar words. To sight-read most of the Year 3/4 common exception words with accuracy. To show a growing awareness of punctuation when reading, including commas for phrasing. To read with expression.</p>	<p>Children learn to: Read aloud a wider range of age-appropriate texts (including poetry) with automaticity, fluency and prosody (at a reasonable pace for their age). To read most words effortlessly and work out how to pronounce unfamiliar words with increasing automaticity. To prepare readings using appropriate intonation to show understanding and taking note of more sophisticated punctuation (e.g. parenthesis). To sometimes read silently rather than out loud and then discuss what they have read. To accurately sight-read all of</p>	<p>Children learn to: Read aloud a wider range of age-appropriate texts (including poetry) with automaticity, fluency and prosody (at a reasonable pace for their age). To read out loud and perform poems and plays, thinking carefully about expression, intonation, tone and volume and showing an awareness of the audience. To notice and respond to punctuation within the text when reading out loud, maintaining the interest of the audience when reading out loud. To read the Year 5/6 common exception words accurately.</p>

	and words in the environment.	Re-read favourite books to themselves to gain confidence with word reading and fluency. To begin to be aware of using expression when reading a familiar text and mimic when it is modelled by an adult.	To check that the text makes sense to them as they read and begin to self-correct. To use expression appropriately to support the meaning of the sentences.	To be able to read silently as well as out loud.		the Year 3/4 common exception words. To read many of the Year 5/6 words accurately.	
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General: In all year groups, children should have regular opportunities to develop their speaking and listening skills and – within that – prepare and perform poems/ rhymes/ sections of texts with an increasing level of accuracy, confidence and awareness of the audience. As children move through the school, they should become more aware of the punctuation showing meaning in the text (as they read out loud) and how to read with expression, thinking about their intonation, volume and expression. These skills should be applied to age-related texts or to texts which match the phonics ability of the child.

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Literal understanding and retrieval	<p>Children learn to: Recall the key facts from a story which has been read to them. Use visual literacy to find information from a picture. Point to information on the page in order to locate the answer which can be easily found in the text. Recognise and read their name. Recognise, point to or find and read aloud words and phrases they have learned. Identify the title, front cover and blurb. Begin to understand the difference between fiction and non-fiction texts.</p>	<p>Children learn to: Use their growing phonic knowledge and vocabulary knowledge to recognise words and phrases which locate information found explicitly in the text. Talk about the title and how it relates to events in the text. Explain key facts about what is read to them from a variety of texts, including poems, non-fiction, and stories e.g. key characters, places and events. Retrieve answers to simple who/what/where/when/which/how questions. Begin to scan for key words in the text to locate answers.</p>	<p>Children learn to: Continue to develop the skill of scanning the text for key words to locate answers. Begin to analyse the wording of a question to decide what the key words are in order to find the answer. Begin to navigate different paragraphs e.g. by using sub-headings in order to retrieve answers. Recognise simple recurring literary language. Locate and discuss favourite words and phrases. Read and recite poems. Check the text makes sense as they read. Begin to ask questions to improve their own understanding.</p>	<p>Children learn to: Retrieve facts and information where question words and text language vary (i.e. where the literal answer is 'hidden' in the vocabulary used. Scan for alternative synonyms or phrases. Check the accuracy of what they are retrieving by reading around the words or phrases they find. Locate and discuss words and phrases they find interesting. Ask questions which improve their own understanding.</p>	<p>Children learn to: Further develop their reading retrieval skills across a wider range of text types. Retrieve information across the whole text as well as at a local level. Skim a whole text to select which paragraph or section of text an answer may be located in. Scan the paragraph or section to retrieve information they need using the text to support their answer.</p>	<p>Children learn to: Discuss their understanding and explore the meaning of words in context. Retrieve key details and begin to find quotations from a whole text. Locate the author or poet's viewpoint either where it is explicitly stated or when it can be retrieved through using similar words and phrases. Begin to retrieve and summarise details to support opinions and predictions. Begin to use skimming, scanning and text marking to support answers to questions.</p>	<p>Children learn to: During text discussion, maintain focus on a subject, using notes when necessary. Independently locate information and provide reasoned justifications for their views. Confidently find accurate quotations from a whole text. Retrieve and summarise details to support opinions and predictions. Use skimming, scanning and text marking to support answers to questions which require analysis e.g. of mood/ setting/ characters and to support own viewpoint.</p>

General:

Scanning: the skill of reading rapidly in order to find specific facts or information. Teach children to:

- Practise searching for specific words quickly
- Once they find the key word, read around it to find the answer/ information they are looking for
- Search for key words from questions
- If it is a 'who' question, search for the person's name or for pronouns
- Look for words in bold or italics
- Find the correct section of the text their answer/ information will be in
- Use features of non-fiction to help find information quickly (e.g. subheadings)
- Scan the text to double check information (rather than answering questions based on what they can remember)

Skimming: the skill of reading rapidly to get a general overview of the text. Children will use skimming skills for retrieval when working across whole texts.

Teach children to:

- Read the first sentence of each paragraph to get an idea of what it is about
- Ignore details and look for main ideas

Text marking: this is a skill which goes hand-in-hand with skimming. Children should be taught how to make notes and highlight key information as they skim a text. Teach children to:

- Highlight unknown words which they want to discuss after reading
- Highlight important information which will come in useful to answer questions or for research purposes
- Write a quick summary of each paragraph/ section in the margin

Find and copy: it is important that children practise their find and copy skills based on a range of text types and word classes. Teach children to:

- Find and copy words or phrases at speed
- Find and copy words or phrases from the text with accuracy (taking note of spelling)
- Be specific when copying the word or phrase

Use of evidence: children should be taught to use evidence from the text to support their answers to comprehension questions. Teach children to:

- 'prove it' by using quotes from the text to support answers, ideas, opinions or given statements (this could begin by choosing the best quote e.g. multiple choice)
- Answer 'how do you know' questions by using evidence from the text

Read persuasive and balanced argument texts in order to find evidence for more than one viewpoint

	EYFS	Year 1/2	Year 3/4	Year 5/6
Question examples	What was Red Riding Hood taking to her Grandma? What was Humpty Dumpty sitting on? Can you find out what Winnie the Pooh likes to eat best? Show me how you know.	What/where/when/who/which... (children need to be specifically exposed to these words regularly to be able to read them on sight) Circle the word which means... Multiple choice questions Finish the sentence from the text ... Give two ways ... Complete the fact table Begin to choose the best given quote which tells us / shows that ... (by circling or ticking) Circle one word which tells you ... Complete the yes/ no table	What/where/when/who/which... Find a word which means the same as ... Tick the evidence which proves that ... Prove the statement is true (choose from given quotes) Tick the word phrase which tells us ... Look in the section about Complete the fact table Complete the true or false table Complete the fact or opinion table Put the following events in order	What/where/when/who/which... Find and copy the word which means ... Find and copy the word/phrase which suggests ... Find evidence which proves that Prove the statement it true (find the best quote from the text) Find and copy a word / phrase which tells us ... Look at the paragraph beginning ... Tick which is the best description/summary of the text

			<p>Draw lines to match the words to their descriptions</p> <p>What does the word ____ mean in this sentence?</p>	<p>Which would be the best sub-heading for that section?</p> <p>What is the purpose of this text?</p> <p>If the answer is ... what could the question be?</p> <p>Put the following events in order</p> <p>Complete the true/false</p> <p>Complete the fact/opinion</p> <p>What does the word ____ mean in this sentence?</p>
<p>Key words to be regularly exposed to</p>	<p>Who/ when/ where/ what/which</p> <p>Fiction/ non-fiction</p> <p>Title, front cover, blurb, author, illustrator</p>	<p>Predict/ choose/ true/ false/ fact/ opinion/ order/ prove/ evidence/ explain</p> <p>Title, front cover, blurb, author, illustrator</p>	<p>Predict/ choose/ true/ false/ fact/ opinion/ order/ prove/ evidence/ explain</p> <p>Title, front cover, blurb, author, illustrator</p>	<p>Summarise/ sequence/ purpose/ prove/ evidence/ explain</p>

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Inference Skills	<p>Children learn to: Begin to understand the feelings of characters in texts they listen to including when the text does not explicitly say so. Use pictures in texts which give clues. Display pictures on the board to discuss – how is the character in the picture feeling? How do we know? Why might they be feeling that way? Recognise and talk about the mood of a setting (such as a scary forest). Guess what happens next.</p>	<p>Children learn to: Discuss the significance of the title and events and make simple inferences when a book is read to them. Predict what might happen next in a sequenced story based on what has been read so far. Begin to explain their understanding of what has been read to them beyond that which is explicitly stated.</p>	<p>Children learn to: Make inferences by answering 'how' and 'why' questions which may reach beyond the text. Infer feelings of characters and the reasons for these feelings and, at times, link to own experiences. Predict what might happen next based on what has been read so far. Explain their understanding of what has been read to them beyond that which is explicitly stated (e.g. the moral of the story). Begin to make links between different books.</p>	<p>Children learn to: Begin to identify themes across a text. Draw inferences such as characters' thoughts, feelings and motives for their actions and explain using evidence from the text. Begin to justify why they think something. Predict what might happen from implied details or from other stories they know.</p>	<p>Children learn to: Identify themes across a text. Draw inferences such as inferring characters' feelings, thoughts and motives for their actions based on details stated or implied. Justify their inferences with evidence from the text. Predict what might happen from implied details.</p>	<p>Children learn to: Begin to draw inferences independently, often justifying with evidence and quotes from the text. Make predictions from implied details both before and after events. Identify and discuss themes across a wide range of texts (fiction, non-fiction and poetry). Make comparisons within and across texts. Summarise main ideas.</p>	<p>Children learn to: Confidently draw hidden inferences and justify with evidence (including using quotes). Make reasoned predictions from implied details. Identify and discuss themes across a wide range of texts. Summarise main ideas across whole texts and identify development of characters or relationships. Make comparisons within and across texts.</p>

General:

In order to develop inference skills, children need to develop an increasingly good knowledge of vocabulary, have sound comprehension and a broad grasp of grammatical structure. Discussing different types of inference skills helps pupils to be aware of their own thinking processes as they read and improves their ability to select the right skill according to the question they need to answer.

Local inference: Pupils make inferences to help them understand a sentence or paragraph within a text.

Global inference: Pupils make inferences to help them draw overarching meaning from a whole text. These may be by piecing together a series of local inferences and pairing this with background knowledge and experiences.

Knowledge based inference: Pupils use stated information to make inferences that are evidence based.

Elaborative inference: Pupils 'fill in the gaps' to create a rich mental representation of a text.

	EYFS	Year 1/2	Year 3/4	Year 5/6
Question examples	<p>Why might the Gingerbread Man be brave? Why might Little Bear want his mummy at bed time?</p> <p>What do you think the book might be about?</p> <p>What do you think might happen next?</p>	<p>Circle the word which shows ...</p> <p>How do you think ____ is feeling?</p> <p>Why is ____ feeling ____?</p> <p>What might do next?</p> <p>Which word matches how the character feels?</p> <p>What do you think the book might be about?</p> <p>What do you think might happen next?</p>	<p>How might the character have been feeling? Why?</p> <p>Circle the word which best describes ...</p> <p>Why ...? E.g. why is the girl sad?</p> <p>How ...? How do you know the girl is sad?</p> <p>Do you think the author likes ... how do you know?</p> <p>Predict what might happen next.</p> <p>Why do you think this?</p>	<p>Why ...? E.g. why is the girl sad?</p> <p>How ...? How does the author show that the girl is sad?</p> <p>What does tell us about how... is feeling?</p> <p>What is the author's opinion of ... how do you know?</p> <p>What might the character have said next?</p> <p>What might the character have been thinking at his point?</p> <p>What might the character have been feeling at this point?</p> <p>Give two impressions of ...</p> <p>Draw lines to match the characters to the best descriptions/ summaries</p>
Key words to be regularly exposed to	Why/ what do you think ...	Why/ predict	Why/how do you know .../ predict	Why/ how do you know .../ impression/ impact/ effect

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Response to texts	<p>Children learn to: Show pleasure in stories being read to them. Enjoy sharing poems and rhymes together. Sometimes look at a book through choice. Begin to have favourite texts which they may ask for repeatedly. Pick a favourite character/story and begin to explain why it is their favourite. Begin to read a familiar text out loud to themselves. Understand how the pictures relate to the story. Point to parts of the text to answer questions. Join in with discussions about favourite books and authors.</p>	<p>Children learn to: Listen to, share and discuss a wide range of high quality books (picture books/ stories/ information texts/ poetry) which are beyond those they can read themselves, to develop a love of reading. Listen to new words in texts read out loud to them (to broaden their vocabulary) and discuss their meaning and which words they like. Participate in discussions about a text, taking it in turns and listening to others. Begin to draw links between a text they have read/listened to and their own experiences. Begin to use ways to find information in non-fiction texts. Discuss the significance of the title. Talk about which texts they prefer and why.</p>	<p>Children learn to: Develop pleasure in reading by listening to, discussing and expressing views about a wide range of texts which are beyond what they can read independently (including stories/ picture books/ non-fiction/ poetry/ classics). Participate in discussions about texts which have been read to them and those they have read themselves, listening to others and taking it in turns. Sequence events in stories. Orally retell stories they know. Talk about how different items of information in non-fiction texts are related. Recognise simple recurring literacy language (e.g. 'once upon a time', 'long ago', 'far, far away'). Talk about favourite words and phrases. Begin to link meanings of new words to words they already know. Begin to make links between different books and characters.</p>	<p>Children learn to: Develop positive attitudes to reading. Understand what they have read by listening to and discussing a wide range of fiction, poetry, plays and non-fiction. Participate in discussions about texts and listen to others – sometimes building on what they say. Increase their familiarity with different text types including fairy tales, myths and legends and orally retell them. Discuss words and phrases which capture their interest. To begin to identify how language, structure and presentation contribute to meaning. Compare and talk about favourite text types and give reasons. With support, begin to discuss why authors may have used certain words and what effect they have.</p>	<p>Children learn to: With growing confidence, develop positive attitudes to reading. Understand what they have read by listening to and discussing a wide range of fiction, poetry, plays and non-fiction. Participate in discussions about texts and listen to others, building on what they say. Continue to increase their familiarity with different text types including fairy tales, myths and legends and orally retell them. Become aware of authorial choice and talk about why words have been chosen and their effect on the reader. Identify how language, paragraph structure and layout contribute to meaning. Begin to understand the use of similes and their effect on the reader.</p>	<p>Children learn to: Build upon their familiarity with different text types to include modern fiction, fiction from our literary heritage and books from other cultures. Build upon their own and others' ideas during discussions about texts. Begin to distinguish between fact and opinion. Begin to make comparisons within and across texts. Discuss and evaluate how authors use language – considering the impact on the reader – and begin to make links with their own writing. Begin to understand further figurative language and the effect they have on the reader e.g. metaphors, similes and personification.</p>	<p>Children learn to: Continue to build upon their familiarity with different text types to include modern fiction, fiction from our literary heritage and books from other cultures. With confidence, build upon their own and others' ideas during discussions about texts and challenge others' views courteously. Discuss and evaluate how authors use language (making links with their own writing) and talk readily about the effect of words and phrases on the reader. Understand figurative language and the effect they have on the reader e.g. metaphors, similes and personification. Explain and discuss their understanding of what they have read, expressing their point of view and providing reasoned justification for their views.</p>

	EYFS	Year 1/2	Year 3/4	Year 5/6
Question examples	<p>Which is your favourite story (and why)?</p> <p>Which is your favourite character (and why)?</p> <p>What was your favourite part of the book (and why)?</p> <p>What kind of books/stories do you like best (and why)?</p>	<p>Can you think of another text which is similar?</p> <p>Can you think of another character who is similar?</p> <p>Which words in the text do you like best and why?</p> <p>What do you like about the text and why?</p> <p>Which character(s) do you like and why?</p>	<p>How does the way the information has been set out on the page help the reader?</p> <p>What is the purpose of this feature? (e.g. join the feature to the description)</p> <p>What does the author want us to think?</p> <p>How does the author want us to feel?</p> <p>Why has the author ...?</p>	<p>What impact does have on the reader?</p> <p>What impression does the author create when they?</p> <p>How has the author created a sense of ...?</p> <p>Why has the author ...?</p> <p>What is the impact of the word/phrase?</p> <p>Why does the author use ...</p>
Key words	<p>character/ favourite</p>	<p>similar/ different/ compare fairy tale/poem</p>	<p>fact/ opinion/ layout/ features myth/ legend similes</p>	<p>impression/ impact/ effect/ purpose similes/ metaphor/ personification/ figurative language</p>