



Bromesberrow St. Mary's Reading Progression

Preschool (3-4 yr olds)	<p>Reading</p> <ul style="list-style-type: none"> • Children enjoy rhyming and rhythmic activities e.g. 'joining in with Incy Wincy Spider orally and with actions.' • Children show awareness of rhyme and alliteration e.g. continuing a rhyming string 'mat, bat, fat, pat, lat, gat (not all words may be 'real' words)' • Children recognise rhythm in spoken words e.g. 'you just said 'pie in the sky- pie and sky rhyme'! • Children listen to and begin to join in with stories and poems, one-to-one and also in small groups • Children join in with repeated refrains and anticipates key events and phrases in rhymes and stories. e.g. joining in with 'I'll huff and I'll puff and I'll blow your house down' and knowing that the wolf is coming again. • Children begin to offer suggestions as to how the story might end e.g. I think the Gingerbread man will get eaten by the fox. • Children describe main story settings, events and principal characters e.g. The giant lives in a huge castle in the clouds. He is scary and mean. He chases Jack and wants to eat him!' • Children show interest in illustrations and print in books and print in the environment e.g. wanting to look carefully at the characters in Superworm, to find Earwig Aunt and Uncle Ant. • Children recognise familiar words and signs such as own name and advertising logos. • Children look at books independently. • Children handle books carefully.
-------------------------	--



	<ul style="list-style-type: none"> • Children know information can be relayed in the form of print e.g. they know that a recipe gives you ingredients how to make something to eat. • Children hold books the correct way up and turn pages. • Children know that print carries meaning and, in English, is read from left to right and top to bottom.
Reception (4-5 yr olds)	<p>Reading</p> <p>Word Reading</p> <ul style="list-style-type: none"> • Children can segment the sounds in simple words and blend them together to read e.g. 'cart' and 'perch' • Children link sounds to letters, naming and sounding the letters of the alphabet. • Children read letter groups (digraphs and trigraphs) e.g. 'er' and 'igh' • Children can read common exception words as per our phonics programme e.g. 'they' and 'we' • Children begin to read words and simple sentences. • Children use vocabulary and forms of speech that are increasingly influenced by their experiences of books e.g. 'the sun has sun spots and is a star' • Children reread books to build on fluency. <p>Early Learning Goal- word reading</p> <p>Children at the expected level of development will:</p> <ul style="list-style-type: none"> - Say a sound for each letter in the alphabet and at least 10 digraphs; - Read words consistent with their phonic knowledge by sound-blending; - Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. <p>Comprehension</p>



- Children are able to recall key events from stories and are able to put these in order to retell e.g. knowing that the mouse met the fox, then the snake and then the owl'
- Children relate what they have been reading to their own experiences and those of others e.g. when reading the Snail and the Whale, remembering when they had been to the beach.
- Children know that information can be retrieved from books and computers e.g. asking to find a picture of an arctic fox on the ipads to see how this looks different to a red fox'
- Children enjoy an increasing range of books
- Children can answer direct retrieval questions using pictures or words e.g. what creatures live in the Gobi Desert?
- Ask questions about the book e.g. 'how do jellyfish actually move?'
- Anticipate key events and what might happen next e.g. I think the Little Red Hen will make the bread herself as she has done everything else herself'.
- Use and talk about new vocabulary introduced in the book e.g. the worm has a 'saddle' on it like a horse does.
- Re-read sentences automatically to check they make sense, although this may not always be accurate.

Early Learning Goal Comprehension

Children at the expected level of development will:

- Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary;
- Anticipate, where appropriate, key events in stories;
- Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play



Ks1 Reading

Year One

Reading 'Working at' expectations

Word reading-decoding

- Children are able to apply phonic knowledge and skills as the route to decode words
- Children are able to match all 40+ phase 3 phonemes
- Children are able to read the alternative graphemes
- Children can read accurately by blending sounds in unfamiliar words
- Children are able to read the common exception words e.g. want, some, come
- Children can divide words into more than 1 syllable to read e.g. hamster or rabbit
- Children are able to read compound words e.g. lunchbox or sandpit
- Children read words containing suffix endings that change the tense, plural/singular or comparative e.g. -s, -es, -ing, -ed, -er and -est
- Children are able to read words with contractions e.g. we'll, I'm, I'll
- Children can read aloud from books that are accurately matched to their phonic knowledge and are able to re-read with confidence, practising their reading

Comprehension

- Children enjoy reading and select books based upon interest and engagement
- Children predict what may happen in a range of texts, drawing on clues from the text, but also their own experiences.



- Children are able to discuss and share what they are reading, linking this to their own experiences, the experiences of others and what they have read before.
- Children are able to confidently retell and join in with stories involving a predictable pattern or repetitive refrain e.g. Fe, Fi, Fo, Fum, I Smell the Blood of an Englishman!
- Children are able to question what is happening or what might happen, using pictures and what they have read to begin to infer meaning
- Children explore new words and discuss word meanings, extending their vocabulary
- Children are able to understand and explore the main characters in a text.
- Children are beginning to check for sense as they read, questioning the word reading against the comprehension
- Children participate in discussion about what is read to them, taking turns, listening and articulating understanding
- Children can recite some rhymes and poems from memory

Exceeding

Children are able to decode and read accurately words of 2 or more syllables e.g. dinosaur or dragon

Children share confidently what they like and dislike in a story, they are able to express their preferences and give a reason why e.g. I like this story, because it reminds me of when we go on holiday to the beach. I love the beach!

Children are beginning to recognise the differences between text type e.g. this is a nonfiction book because it is full of facts

Children can predict confidently what will happen next, drawing on own experiences and the pattern/predictability of the text, as well as from other texts they have read.

Children naturally check for sense as they read and self-correct as they go- they may reread a passage to independently check that they understand it.



Have a strong awareness of words in the environment and read these aloud to others e.g. noticing and sharing words up on a display.

Year 2

Reading 'Working at' expectations

Word Reading

- Children are able to decode words accurately and fluently
- Children are able to read accurately by blending the sounds in words that contain the graphemes taught so far (Phase 3-6)
- Children are able to read accurately by recognising the alternative sounds for graphemes
- Children can confidently read words with 2 or more syllables e.g. dinosaur or dragon
- Children are able to read words that contain common suffixes e.g. ed, er, est, ing, ly
- Children read confidently an increasing number of the common exception words
- Children can read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation
- Children re-read these books to build up their fluency and confidence in word reading.
- Children read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation

Comprehension



- Children are confident to talk about and discuss the books they have read so far
- Children discuss events within a story and how these are related
- Children have a repertoire of stories, poems and rhymes that they remember and refer to
- Children know the key features of a non fiction book
- Children use their prior knowledge, understanding and experience to engage with new texts
- Children independently ask and answer questions on a text and use this to make predictions and infer meaning
- Children are able to discuss and explain their understanding of books and poems with others
- Children are able to infer meaning based on what is happening in a texts e.g. character's feelings and actions

Exceeding

- Children use intonation and expression in reading aloud with an awareness of the impact this has on the listener
- Automatically and systematically self correct their own reading, checking meaning and comprehension through this process
- Children are able to explore parts of a text in more depth e.g. focusing in on a character and being able to explain why they think they may have acted in a certain way
- Children begin to show an awareness of authorial intent by recognising humour and suspense
- Children make links between different texts, comparing events and characters they have encountered.
- Children are able to retrieve information from a text



KS2 Reading

Year 3 Reading

Word Reading

- Children are able to apply their growing knowledge of root words, prefixes and suffixes e.g. being able to decode secretly and happily.
- Children read aloud with developing intonation and expression
- Children read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word e.g. continue and describe
- Attempt pronunciation of unfamiliar words drawing on prior knowledge of similar looking words and phonics knowledge/spelling patterns e.g. using knowledge of 'happily' to read 'greedily'

Comprehension

- Children understand what they are reading and can infer meaning from this
- Children use questioning as a way to learn more and deepen their understanding of what they are reading
- Children are able to identify the main ideas from a small section of text and are able to summarise these.
- Children are able to predict what might happen next using what has been implied and from the detail within the text
- Children can draw inferences in regards to characters' feelings, thoughts and motives. They are able to justify these with evidence
- Retrieve and record information from non-fiction texts
- Children recognise authorial intent through identifying and discussing words and phrases that capture the reader's interest and imagination
- Children begin to recognise how language, structure and presentation contribute towards meaning



- Discuss books, poems and other works that are read aloud and independently, taking turns and listening to others' opinions
- Explain and discuss understanding of books, poems and other material, both those read aloud and those read independently
- Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action
- Experience and discuss a range of fiction, poetry, plays, non-fiction and reference books or textbooks
- Know that non-fiction books are structured in different ways and be able to use them effectively
- Begin to understand that narrative books are structured in different ways, for example, quest stories and stories with dilemmas

Exceeding

- Children recognise and use the features of non-fiction texts to locate information e.g. using the contents page as a navigational tool
- Children read longer texts and demonstrate that they understand what they are reading e.g. through discussion or writing
- Children can interpret and respond appropriately to punctuation in a text e.g. pausing when needed
- Children use clues from the text to infer meaning e.g. dialogue and description
- Children are able to make strong predictions based on meaning and what they have inferred- these will be thoughtful and justified.
- Children are able to share what characters are like based on their understanding and deduction of what they are reading e.g. strong character descriptions drawing on subtleties e.g. small, calculating eyes might show that a character is mean or cunning
- Children know that paragraphs are used to organise your writing
- Children begin to develop an awareness of figurative language e.g. simile and metaphor and its impact on the reader
- Children make connections to what they are reading to their own experiences



Year 4 Reading

Word Reading

- Children are able to read with fluency and understanding a range of age appropriate text types e.g. fairy tales, poetry, plays and non-fiction texts.
- Children read the most common exception words effortlessly – noting unusual correspondence between spelling and sound
- Children know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words with few errors
- Children determine the meaning of new words by sometimes applying knowledge of root words and their affixes e.g. information, invasion, enclosure, mountainous
- Children are able to prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to reading aloud

Comprehension

- Children are able to explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently
- Children discuss and explain words and phrases that capture the reader's interest and imagination
- Children check that what they are reading makes sense, reading to the punctuation and habitually re-reading
- Children are able to explain and discuss their understanding of the text e.g. describe a sequence of events; the way a character changes through the story etc...
- Children are able to discuss and note down words and phrases an author uses that impact on the reader
- Children can identify and summarise main ideas drawn from more than one paragraph e.g. a persuasive message to recycle rubbish
- Children identify how language, structure and presentation contribute to meaning including identifying key topics within paragraphs



- Children are able to make connections between different texts and their own/and others' experiences
- Children are able to make strong predictions based on meaning and what they have inferred- these will be thoughtful and justified.
- Children begin to build on their own ideas and others' about themes and opinions e.g. they recognise that Miss Honey is Matilda could be perceived as a weak character due to her earlier submission to Miss Trunchball, but that surely she had courage to survive it and still be such a kind and generous person.

Exceeding

- Children are confident to recognise how a writer uses language and punctuation to describe a setting or convey character
- Children have an understanding of bias and how this is used in persuasion and advertising texts
- Children recognise that texts are written in different styles and that older texts differ in the language used from modern Standard English e.g. Shakespearean and modern day (lesser known playwrights) and Dickens compared to Michael Morpurgo
- Children begin to identify vocabulary and grammatical features that are used to create effect and are able to discuss how these work
- Children read with excellent knowledge of the listener; they read to entertain and engage e.g. recognising the humour and emphasising it
- Children are beginning to use scanning and text marking to find key information
- Children recognise the difference between formal and informal language
- Children show their passion and enthusiasm for reading; they demonstrate their breadth of reading by discussing authors and comparing styles



Year 5 Reading

Word Reading

- Children are confident, fluent readers, who automatically read a range of age-appropriate texts e.g. traditional stories, non-fictions, myths and legends
- Children are able to determine the meaning of new words by applying morphological knowledge of root words and affixes e.g. suspect/suspicious, change/changeable, receive/reception
- Children know securely the different pronunciations of words with the same letter-string e.g. bought, rough, cough, though, plough
- Children use appropriate intonation, tone and volume when reciting or reading aloud to an audience from a range of texts, with an intention to make the meaning clear
-

Comprehension

- Children check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Children are confident to ask questions to improve their understanding
- Children are able to summarise the main ideas drawn from more than one paragraph, identifying key details to support the main ideas
- Children draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- Children are able to confidently predict what might happen from details stated and implied
- Children identify how language, structure and presentation contribute to meaning and are able to articulate this
- Children discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- Children confidently distinguish between statements of fact and opinion



- Children are able to retrieve, record and present information from nonfiction

Exceeding

- Children are able to express an opinion about the text, using evidence and giving reasons and explanations
- Children can develop upon and expand on their opinions by listening and taking on board the views of others'
- Children are able to identify informal and formal language
- Children gain an understanding of genre and text type e.g. fantasy, romance and adventure
- Children compare texts by the same writer and those of different writers on the same topic
- Children are able to show a deeper understanding of character through empathy.
- Children are confident to summarise texts from different viewpoints
- Children confidently identify vocabulary and grammatical features that are used to create effect and are able to discuss how these work
- Children can make strong connections and deduction to infer meaning, using a range of sources e.g. wider reading, personal experience and the experiences of others.
- Children can explain how punctuation is used to aid meaning e.g. through marking the grammatical boundaries of sentences
- Children use scanning and text marking to find and identify key information



Year 6 Reading

Word Reading

- Children are able to apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), both to read aloud and to understand the meaning of new words that they meet

Comprehension

- Children regularly and automatically check that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- Children ask detailed and thoughtful questions with a specific aim to improve their understanding
- Children are confident at summarising what they have read, identifying main points and then adding key details to support these
- Children make accurate and thoughtful inferences and are confident to justify these with evidence from the text and from wider reading and experiences
- Children confidently and automatically predict what might happen using details, implied details, wider reading and experiences
- Children know and are able to explain how language, structure and presentation contribute towards meaning.
- Children confidently discuss and evaluate how authors use language, including figurative language, considering the impact on the reader, building upon their knowledge of language use gleaned through direct teaching and wider reading
- Children can distinguish between statements of fact and opinion and are able to explain the differences
- Children retrieve, record and present information from nonfiction with confidence and are able to extend upon to add in details from wider reading

Exceeding

- Children independently express personal views and respond to a range of texts, justifying and giving reasons for choices
- Children recognise and talk about informal and formal language and gain an awareness of the authorial choice behind this
- Children are able to reference accurately, giving verbal and written quotes to back up their thinking
- Children recognise the impact writing has on the reader and are able to describe their own personal response and feelings



- Children compare and contrast different texts with confidence
- Children identify the main themes and conventions across a wide range of writing. They are able to discuss and these confidently and independently.
- Children independently question to build on their understanding, this is spontaneous and curious
- Children confidently predict with references to support their thinking
- Children also offer alternative predictions from a different viewpoint, explaining and justifying thinking
- Children are able to explain how language choice influences the reader and how effective this is
- Children recognise and understand why a writer may have used language which has more than one layer of meaning
- Children make strong connections between texts (using knowledge of reading, personal and others' experience) and are able to compare and contrast these verbally and/or in writing
- Children confidently recognise and talk about language specific to genre
- Children use scanning and text marking to locate key evidence that they are able to directly quote (either verbally or written)