



Reading Progressive Skills Document

Key Concepts:

Key concepts are explored through different texts and text types appropriate to the age and ability of the child. Reading is taught on a daily basis and supported through home reading. In daily reading sessions, children are taught different skills with an aim to develop a child who reads fluently, with understanding and for enjoyment.

Word Reading Children are taught to apply their developing phonic knowledge to read fluently and accurately.

Comprehension Children are taught the skills to understand and question the texts which they are reading.

Second Order Concepts:

Within guided reading sessions, children are taught a range of skills in order for them to understand texts.

Vocabulary Children are exposed to increasingly adventurous vocabulary in order to widen their knowledge and understanding.

Inference Children are taught to draw conclusions based on their reading both explicit and implied information.

Prediction Using prior knowledge, children are taught to predict what may happen next.

Explain Using prior reading of the text, children are taught to explain events of the text.

Retrieve Children are taught to retrieve information quickly and accurately.

Summarise With precision and conciseness, children are taught how to give a statement of the main points in specific parts of paragraph.

By the end of EYFS:

Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary. They will anticipate – where appropriate – key events in stories and will use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. Children will say a sound for each letter in the alphabet and will know at least 10 digraphs. They will read words consistent with their phonic knowledge by sound-blending. Children will read aloud simple sentences and books that are also consistent with their phonic knowledge, including some common exception words.

By the end of Key Stage 1:

Be able to read accurately and with increased fluency. Children will read without overt sounding and blending and will read most common exception words. Children will be able to answer questions and be able summarise events from a text. Children will also make some inferences based on what is said and done.

By the end of Key Stage 2:

Be able to read age-appropriate texts with confidence and fluency. They will draw inferences about characters' feelings, thoughts and motives. They will be able to make plausible predictions and summaries. Children will be able to comment upon a writer's choice of language and explain the effect of vocabulary on the reader. They will make reasoned justifications for their views using the text to support their opinions.

Pedagogy

Our reading curriculum is carefully mapped out into a long-term plan. This enables links between subjects to be identified and allows teaching to support pupils' retention of knowledge and skills. Early reading and phonics are taught following the Read Write Inc phonic programme. In later years, lessons are planned using high quality, engaging and age-appropriate texts.

Progressive objectives:

Our progressive objectives show what pupils should know and be able to do in each aspect of reading by the end of each year group. The key concepts of reading are developed through each unit of work. These are used to support planning and the ongoing assessments of pupils' work.

	Key Concept: Word Reading
Y1	I can read a single grapheme quickly whilst reading.
	I can read a digraph quickly whilst reading.
	I can read a split digraph quickly whilst reading.
	I can read a trigraph quickly whilst reading.
	I can decode unfamiliar words using phonic knowledge.
	I can check as I read and correct errors.
	I can read words with contractions and understand that the apostrophe represents the missing letters.
	I can blend all cvc words.
	I can blend words containing digraphs.
	I can blend words with split digraphs.
	I can check alternative phoneme/graphemes in words
	I can blend words with trigraphs.
	I can read words with the ending –s, -es, -er –ing, -ed, -est
	I can read words which start with un-.
	I can add –ing, -ed, and –er to erbs. (Where no change is needed to the root word)
	I can read words of more than one syllable.
I can read the common exception words for Year 1 (Appendix)	
I can say what I like and do not like about a text and listen to the opinion of others.	
Y2	I can read accurately most words of two or more syllables.
	I can read most words containing common suffixes, i.e. –ment, -ness, -ful, -less, -ly
	I can read most common exception words.
	When reading age-appropriate books, I can read most words accurately without overt sounding and blending, and sufficiently fluently to allow them to focus on understanding rather than on decoding individual words.

	I can sound out most unfamiliar words accurately, without undue hesitation.
	I can read aloud most suitable books accurately, showing fluency and confidence at over 90 words per minute.
Y3	I can read aloud independently, taking turns and listening to others.
	I can apply my knowledge of root words to read aloud and to understand the meaning of unfamiliar words.
	I can apply my knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (eg: -in-, mis-, dis-, il-, im-, ir-, re-, sub-, inter, - un)
	I can apply my knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (eg: -ly, -ous, -tion, -sion, -ssion, -cian)
	I can read further exception words, noting the unusual correspondences between spelling and sound.
Y4	I can read further exception words, noting different pronunciations.
	I can apply my knowledge of root words to read aloud and to understand the meaning of unfamiliar words.
	I can apply my knowledge of prefixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1)
	I can apply my knowledge of suffixes to read aloud and to understand the meaning of unfamiliar words. (Appendix 1)
	I can read further exception words, noting different pronunciations.
Y5	I can read aloud with intonation that shows understanding.
	I can apply my growing knowledge of root words, prefixes and suffixes (Appendix 1) both to read aloud and understanding the meaning of new words.
	I attempt pronunciation of unfamiliar words drawing on prior knowledge of similar-looking words.
Y6	I can read aloud with intonation that shows understanding.
	I attempt the pronunciation of unfamiliar words, working out the meaning of words from the context.
	I can read age-appropriate novels with confidence and fluency.

	Key Concept: Comprehension
Y1	I can talk about the characters within a well-known story.
	I can check that my reading makes sense and go back to correct myself when it doesn't.
	I am beginning to draw inferences from the text and/or the illustrations.
	I am beginning to make predictions about what might happen on the basis of what I have read so far.
	I can explain what I think the text is about based on what I already know.
	I can retell familiar key stories that I have read e.g. Little Red Riding Hood.
Y2	In a book that I can already read fluently, I can:
	<ul style="list-style-type: none"> • check it makes sense, correcting any inaccurate reading.
	<ul style="list-style-type: none"> • I can answer questions about a text.
	<ul style="list-style-type: none"> • I can make some inferences based on what is said and done.
	<ul style="list-style-type: none"> • I can explain what has happened so far.
	I can recognise the sequence of events in books and identify the key information.
	I can discuss and clarify the meaning of words, linking new meanings to known vocabulary.
	I can ask questions about a text.
	I can predict what might happen.
	I can recognise how non-fiction books are structured in different ways.
I can recognise simple recurring literacy language in stories and poems.	
Y3	I can draw inferences, such as inferring character's feelings, thoughts and motives for their actions.
	I can use a dictionary to check the meaning of a word I have read.
	I can predict what might happen based on details I have read.
	I can identify the main point of a text.
	I can summarise ideas within a paragraph.
	I can ask questions to get a better understanding of a text.
	I can use non-fiction texts to retrieve information.
	I am beginning to identify and discuss the author's use of word choices to engage and capture the reader's interest and imagination.
	I am beginning to comment on the structure and presentation of a text.
Y4	I can draw inferences such as inferring character's feelings, thoughts and motives, and I am beginning to justify these with appropriate evidence.

	I can explain the meaning of words in context.
	I can predict what might happen from details stated and implied.
	I can ask relevant questions to improve my understanding of a text.
	I can identify the main ideas drawn from more than one paragraph and summarise them.
	I can retrieve relevant information from non-fiction texts.
	I can identify and discuss the author's use of precise word choices to engage and capture the reader's interest and imagination.
	I can comment on the structure, presentation and language of a text and explain how these contribute to meaning.
Y5	I can express a personal point of view about a text, explaining my opinion in detail.
	I can draw inferences such as inferring character's feelings, thoughts and motives and I can explain them by selecting appropriate evidence to justify my views.
	I can comment on the purpose of the author's choice of vocabulary and I am beginning to show an awareness of the writer's craft by identifying and commenting on the use of figurative language e.g. similes, metaphors etc.
	I can predict what might happen offering an explanation and evidence.
	I can summarise the main ideas drawn from across different chapters or the key points in a non-fiction text.
	I can retrieve, record and present information from a non-fiction text using skimming and scanning.
	I can make connections between texts and I am starting to explain the links using evidence.
	I can identify and comment on the structural features of a text e.g. the use of subheadings, captions etc.
	I can identify the themes within a text, e.g. loss, conflict, friendship in 'Goodnight Mr Tom'.
	I can distinguish between statements of facts and opinion.
	I can recommend books that I have enjoyed, giving detailed reasons.
Y6	I can express a personal point of view about a text, giving reasons linked to evidence from texts to justify my opinion.
	I can draw inferences such as inferring character's feelings, thoughts and motives and justify and explain inferences with precise evidence.
	I can identify and comment on the writer's choice of vocabulary, giving examples and explanations.
	I can make plausible predictions about what might happen, explaining them with precise evidence.
	I can summarise key information from different parts of a text.
	I can discuss and evaluate the writer's craft by commenting on the use of language, including figurative language, considering the impact on the reader.
	I can show awareness of the writer's craft by commenting on the use of grammatical features and structure of texts, e.g. short sentences for effect, the use of captions, sub-headings etc.
	I can compare different versions of texts and explain the differences and similarities.
	I can identify and compare themes across texts.
	I can explain and comment on explicit and implicit points of view.

	I can make connections between texts, and can explain the links using evidence.
	I can provide reasoned justifications for my views and refer to the text to support my opinion.