****Reading at Madginford Primary School

Progression of Reading Skills

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Six** | T1 | T2 | T3 | T4 | T5 | T6 |
| Decode/ word-reading | * Read Y5-6 exception words
* Pay attention to the meaning of new & unfamiliar words, taking care to pronounce accurately
* Know how to use root prefixes & suffixes to work out unfamiliar words
 | * Read Y5-6 exception words
* Pay attention to the meaning of new & unfamiliar words, taking care to pronounce accurately
* Know how to use root prefixes & suffixes to work out unfamiliar words
 | * Read nearly all Y5/6 exception words accurately using knowledge of root prefixes & suffixes
* Read & become more independent in working out meaning of unfamiliar words
 | * Read nearly all Y5/6 exception words accurately using knowledge of root prefixes & suffixes
* Read & become more independent in working out meaning of unfamiliar words
 | * Read exception words accurately, using knowledge of root prefixes & suffixes
* Read & work out meaning of unfamiliar words drawing on knowledge of prefixes & suffixes
 | * Read exception words accurately, using knowledge of root prefixes & suffixes
* Read & work out meaning of unfamiliar words drawing on knowledge of prefixes & suffixes
 |
| Literal Understanding & Retrieval  | * Can explain their understanding of a text
* Can locate the author or poet’s viewpoint, both explicit & implied.
* Can retrieve key details & begin to find quotations from a whole text
* Talk about the meaning of vocabulary in context.
* Know the meaning of some challenging vocabulary in context
* Use resources to work out the meaning of unfamiliar words within a context.
 | * Can explain their understanding of a text
* Can locate the author or poet’s viewpoint, both explicit & implied.
* Can retrieve key details & begin to find quotations from a whole text
* Talk about the meaning of vocabulary in context.
* Know the meaning of some challenging vocabulary in context
* Use resources to work out the meaning of unfamiliar words within a context.
 | * Can independently locate information & provide justification for own views
* Finds quotations from a whole text
* Can retrieve & summarise details from a text
* Use skimming, scanning & text marking to retrieve information
* Can retrieve information & make notes to develop understanding in subjects across the curriculum.
 | * Can independently locate information & provide justification for own views
* Finds quotations from a whole text
* Can retrieve & summarise details from a text
* Use skimming, scanning & text marking to retrieve information
* Can retrieve information & make notes to develop understanding in subjects across the curriculum.
 | * Maintain focus on a subject, using notes where necessary
* Routinely 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.
 | * Maintain focus on a subject, using notes where necessary
* Routinely 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.
 |
| Inferential understanding  | * Draw hidden inferences, justifying with textual evidence.
* Discuss and explore the precise meaning of words and phrases in context.
* Summarise main ideas across a whole text.
* Make comparisons within and across texts.
* Make reasoned predictions from implied details.
 | * Draw hidden inferences, justifying with textual evidence.
* Discuss and explore the precise meaning of words and phrases in context.
* Summarise main ideas across a whole text.
* Make comparisons within and across texts.
* Make reasoned predictions from implied details.
 | * Summarise main ideas across a whole text, noting development.
* With increasing confidence, fluency and independence – draw hidden inferences, justifying with textual evidence, including quotations which illustrate.
* Identify and discuss themes across a range of texts.
* Make comparisons within and across texts, using evaluative skills.
 | * Summarise main ideas across a whole text, noting development.
* With increasing confidence, fluency and independence – draw hidden inferences, justifying with textual evidence, including quotations which illustrate.
* Identify and discuss themes across a range of texts.
* Make comparisons within and across texts, using evaluative skills.
 | * Work out the nuanced meanings of words and phrases in context.
* With confidence, fluency and independence – draw hidden inferences, justifying with textual evidence, including quotations which illustrate.
* Identify and discuss themes across a wide range of texts.
 | * Work out the nuanced meanings of words and phrases in context.
* With confidence, fluency and independence – draw hidden inferences, justifying with textual evidence, including quotations which illustrate.
* Identify and discuss themes across a wide range of texts.
 |
| Respond to text | * Children participate in discussion about books that are read to them and those they read independently.
* Distinguish between fact and opinion
* Discuss and evaluate authors use language, considering the impact of the reader.
* Identify figurative language.
 | * Children participate in discussion about books that are read to them and those they read independently.
* Distinguish between fact and opinion
* Discuss and evaluate authors use language, considering the impact of the reader.
* Identify figurative language.
 | * With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently.
* Build on own and others’ ideas.
* Identify and talk about figurative language and its impact.
 | * With confidence and familiarity, children participate in discussion about books that are read to them and those they read independently.
* Build on own and others’ ideas.
* Identify and talk about figurative language and its impact.
 | * Challenge others’ views courteously.
* Discuss and evaluate authors use language, talking readily about the effect of words and phrases on the reader
* With confidence, explain and discuss understanding of what has been read.
* Express point of view
* Provide reasoned justification for views.
 | * Challenge others’ views courteously.
* Discuss and evaluate authors use language, talking readily about the effect of words and phrases on the reader
* With confidence, explain and discuss understanding of what has been read.
* Express point of view
* Provide reasoned justification for views.
 |
| Fluency & phrasing | * Read age appropriate texts fluently and with growing confidence.
* Notice and respond to punctuation and phrasing when reading aloud
* Read a range of year 5-6 exception words and similar words which appear in texts.
 | * Read age appropriate texts fluently and with growing confidence.
* Notice and respond to punctuation and phrasing when reading aloud
* Read a range of year 5-6 exception words and similar words which appear in texts.
 | * Learn and recite a wider range of poetry, sometimes by heart.
* Maintain and monitor the interest of the reader when reading aloud.
* Read a wide range of year 5-6 exception words and similar words which appear in texts.
 | * Learn and recite a wider range of poetry, sometimes by heart.
* Maintain and monitor the interest of the reader when reading aloud.
* Read a wide range of year 5-6 exception words and similar words which appear in texts.
 | * Read aloud and perform plays, showing understanding through intonation, tone and volume so that meaning is clear to the audience.
* Automatically read a wide range of year 5-6 exception words and similar words which appear in texts.
 | * Read aloud and perform plays, showing understanding through intonation, tone and volume so that meaning is clear to the audience.
* Automatically read a wide range of year 5-6 exception words and similar words which appear in texts.
 |

****Reading at Madginford Primary School

Progression of Reading Skills

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| --- | --- | --- | --- | --- | --- | --- |
| **Year Five** | T1 | T2 | T3 | T4 | T5 | T6 |
| Decode/ word-reading | * Begin to read some of the year 5-6 exception words.
* Work out some unfamiliar words by applying growing knowledge of root prefixes and suffixes.
* Attention is paid to most new vocabulary, both its meaning and correct pronunciation.
 | * Begin to read some of the year 5-6 exception words.
* Work out some unfamiliar words by applying growing knowledge of root prefixes and suffixes.

Attention is paid to most new vocabulary, both its meaning and correct pronunciation. | * Read some of the year 5-6 exception words.
* Work out unfamiliar words by applying growing knowledge of root prefixes and suffixes.
* Growing attention is paid to new vocabulary, both its meaning and correct pronunciation.
 | * Read some of the year 5-6 exception words.
* Work out unfamiliar words by applying growing knowledge of root prefixes and suffixes.

Growing attention is paid to new vocabulary, both its meaning and correct pronunciation. | * Read most of the year 5-6 exception words.
* Independently work out unfamiliar words by applying growing knowledge of root prefixes and suffixes.
* Attention is paid to new vocabulary, both its meaning and correct pronunciation.
 | * Read most of the year 5-6 exception words.
* Independently work out unfamiliar words by applying growing knowledge of root prefixes and suffixes.
* Attention is paid to new vocabulary, both its meaning and correct pronunciation.
 |
| Literal Understanding & Retrieval  | * With prompts. discuss their understanding of the text.
* Explore their meaning of words in context.
* Ask questions about the text.
* Retrieve key details.
 | * With prompts. discuss their understanding of the text.
* Explore their meaning of words in context.
* Ask questions about the text.
* Retrieve key details.
 | * Discuss their understanding of the text.
* Ask questions which develop their understanding.
* Retrieve key details and begin to find quotations from the text.
* Understand some challenging vocabulary and its meaning within context, supported by using a dictionary or thesaurus.
* Learn to locate the author or poet’s viewpoint where it is explicitly stated.
 | * Discuss their understanding of the text.
* Ask questions which develop their understanding.
* Retrieve key details and begin to find quotations from the text.
* Understand some challenging vocabulary and its meaning within context, supported by using a dictionary or thesaurus.
* Learn to locate the author or poet’s viewpoint where it is explicitly stated.
 | * Explore the meaning of words in context.
* Retrieve key details and find quotations from the text.
* Understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.
* Learn to locate the author or poet’s viewpoint where it can be retrieved through using similar words and phrases.
 | * Explore the meaning of words in context.
* Retrieve key details and find quotations from the text.
* Understand some challenging vocabulary and its meaning within context, sometimes supported by using a dictionary or thesaurus.
* Learn to locate the author or poet’s viewpoint where it can be retrieved through using similar words and phrases.
 |
| Inferential understanding  | * Draw inferences with growing confidence, often justifying with textual evidence.
* Make predictions from implied detail. Discuss and explain words and phrases to explore meanings in context.
* Identify and discuss themes of texts.
 | * Draw inferences with growing confidence, often justifying with textual evidence.
* Make predictions from implied detail. Discuss and explain words and phrases to explore meanings in context.
* Identify and discuss themes of texts.
 | * Draw inferences independently, justifying with textual evidence.
* Make predictions from implied details, both before and after events.
* Discuss and explore the meanings of words and phrases in context.
* Identify and discuss themes of a wide range of texts, both fiction, non-narrative and poetry.
* Make comparisons within texts.
 | * Draw inferences independently, justifying with textual evidence.
* Make predictions from implied details, both before and after events.
* Discuss and explore the meanings of words and phrases in context.
* Identify and discuss themes of a wide range of texts, both fiction, non-narrative and poetry.
* Make comparisons within texts.
 | * Discuss and explore the precise meaning of words and phrases in context.
* Identify and discuss themes of a wide range of texts, summarising main ideas.
* Make comparisons within and across texts, referring to both referring to both reference points.
 | * Discuss and explore the precise meaning of words and phrases in context.
* Identify and discuss themes of a wide range of texts, summarising main ideas.
* Make comparisons within and across texts, referring to both referring to both reference points.
 |
| Respond to text | * Maintain positive attitudes to reading, by listening to a discussing a wide range of texts.
* With awareness of authorial choice, discuss words and phrases which capture their interest.
* Children extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.
 | * Maintain positive attitudes to reading, by listening to a discussing a wide range of texts.
* With awareness of authorial choice, discuss words and phrases which capture their interest.
* Children extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.
 | * Children extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.
* Maintain positive attitudes to reading texts structured in different ways for a range of purposes.
* During discussion, build on own and others’ ideas.
* Discuss and evaluate authors use language.
* During supported discussion, make comparisons within and across texts.
* Begin to understand figurative language.
 | * Children extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.
* Maintain positive attitudes to reading texts structured in different ways for a range of purposes.
* During discussion, build on own and others’ ideas.
* Discuss and evaluate authors use language.
* During supported discussion, make comparisons within and across texts.
* Begin to understand figurative language.
 | * Children extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.
* During discussions, make comparisons within and across texts, with guidance, distinguish between fact and opinion.
* Discuss and evaluate authors use language, considering the impact of the reader.
* With guidance, distinguish between fact and opinion.
 | * Children extend their familiarity with texts to include modern fiction, fiction from our literary heritage, and books from other cultures.
* During discussions, make comparisons within and across texts, with guidance, distinguish between fact and opinion.
* Discuss and evaluate authors use language, considering the impact of the reader.
* With guidance, distinguish between fact and opinion.
 |
| Fluency & phrasing | * Read words speedily by working out the pronunciation on unfamiliar printed words and recognising familiar words.
* Sight read all year 5-6 exception words
* Read silently and then discuss what they have read.
 | * Read words speedily by working out the pronunciation on unfamiliar printed words and recognising familiar words.
* Sight read all year 5-6 exception words
* Read silently and then discuss what they have read.
 | * Read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.
* Sight read some year 5-6 exception words.
* Read many words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.
 | * Read aloud a wider range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.
* Sight read some year 5-6 exception words.
* Read many words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.
 | * Read aloud a wide range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.
* Sight read many year 5-6 exception words
* Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.
* Prepare readings using appropriate intonation to show their understanding.
* Notice more sophisticated pronunciation and use expression according
 | * Read aloud a wide range of age appropriate poetry and other texts with accuracy and at a reasonable speaking pace.
* Sight read many year 5-6 exception words
* Read most words effortlessly and work out how to pronounce unfamiliar written words with increasing automaticity.
* Prepare readings using appropriate intonation to show their understanding.
* Notice more sophisticated pronunciation and use expression accordingly.
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Progression of Reading Skills

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| --- | --- | --- | --- | --- | --- | --- |
| **Year Four** | T1 | T2 | T3 | T4 | T5 | T6 |
| Decode/ word-reading | * Read a range of year 3-4 exception words.
* Apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.
* As decoding of most new words becomes more secure, children should become more independent and fluent readers.
 | * Read a range of year 3-4 exception words.
* Apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.
* As decoding of most new words becomes more secure, children should become more independent and fluent readers.
 | * Read a wide range of year 3-4 exception words.
* Apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.
* As decoding becomes more secure, children should become increasingly more independent, fluent and enthusiastic readers.
 | * Read a wide range of year 3-4 exception words.
* Apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.
* As decoding becomes more secure, children should become increasingly more independent, fluent and enthusiastic readers.
 | * Read year 3-4 exception words accurately
* Apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.
* As decoding becomes more secure, children should become independent, fluent and enthusiastic readers.
 | * Read year 3-4 exception words accurately
* Apply growing knowledge of morphology, both to read aloud and to understand the meaning of new words they meet.
* As decoding becomes more secure, children should become independent, fluent and enthusiastic readers.
 |
| Literal Understanding & Retrieval  | * Develop their reading retrieval skills, working across a wider range of text types with growing familiarity.
* Skim a section of a text first to select which paragraph of text an answer may be located.
* Scan the paragraph to retrieve the information they need.
* With prompts, they can use the text to support their answer.
 | * Develop their reading retrieval skills, working across a wider range of text types with growing familiarity.
* Skim a section of a text first to select which paragraph of text an answer may be located.
* Scan the paragraph to retrieve the information they need.

With prompts, they can use the text to support their answer. | * Develop their reading retrieval skills with a range of texts and texts with increasing length.
* Skim a whole text first to select which paragraph or section of text an answer may be located.
* Scan the paragraph or section to retrieve the information they need.
* With increasing independence, use the text to support their answers.
 | * Develop their reading retrieval skills with a range of texts and texts with increasing length.
* Skim a whole text first to select which paragraph or section of text an answer may be located.
* Scan the paragraph or section to retrieve the information they need.
* With increasing independence, use the text to support their answers.
 | * Develop their reading retrieval skills with a wide range of texts and longer texts.
* Retrieve information across the whole text as well as at a local level.
* Skim and scan the text to retrieve the information they need.
* Use the text to support their answer.
 | * Develop their reading retrieval skills with a wide range of texts and longer texts.
* Retrieve information across the whole text as well as at a local level.
* Skim and scan the text to retrieve the information they need.
* Use the text to support their answer.
 |
| Inferential understanding  | * With growing confidence, identify themes across a text.
* Justify inferences with textual evidence.
* Predict what might happen from implied details.
* With support, use dictionaries to define new vocabulary.
 | * With growing confidence, identify themes across a text.
* Justify inferences with textual evidence.
* Predict what might happen from implied details.
* With support, use dictionaries to define new vocabulary.
 | * With growing confidence, draw inferences such as inferring characters’ thoughts and feelings.
* Justify inferences with textual evidence, as a familiar exercise.
* Use dictionaries with growing independence, to define new vocabulary.
 | * With growing confidence, draw inferences such as inferring characters’ thoughts and feelings.
* Justify inferences with textual evidence, as a familiar exercise.
* Use dictionaries with growing independence, to define new vocabulary.
 | * With growing confidence, draw inferences such as inferring characters’ feelings, thoughts and motives for their actions.
* Justify inferences with textual evidence, as a familiar exercise.
* Discuss and explain words and phrases to explore meanings in context.
 | * With growing confidence, draw inferences such as inferring characters’ feelings, thoughts and motives for their actions.
* Justify inferences with textual evidence, as a familiar exercise.
* Discuss and explain words and phrases to explore meanings in context.
 |
| Respond to text | * With growing confidence. children build positive attitudes to reading, by listening to and discussing a range of texts.
* Develop familiarity with texts.
* Begin to identify how language, paragraph structure and layout contribute to meaning.
 | * With growing confidence. children build positive attitudes to reading, by listening to and discussing a range of texts.
* Develop familiarity with texts.
* Begin to identify how language, paragraph structure and layout contribute to meaning.
 | * With growing confidence, and gathering experience from a range of texts, children build positive attitudes to reading, by listening to and discussing a range of texts.
* Identify how language, paragraph structure and layout contribute to meaning.
* Develop familiarity of texts including myths and legends.
* Discuss words and phrases which capture their interest.
 | * With growing confidence, and gathering experience from a range of texts, children build positive attitudes to reading, by listening to and discussing a range of texts.
* Identify how language, paragraph structure and layout contribute to meaning.
* Develop familiarity of texts including myths and legends.
* Discuss words and phrases which capture their interest.
 | * With confidence, and gathering experience from a wide range of texts, children build positive attitudes to reading, by listening to and discussing a wide range of texts.
* Retell familiar texts orally.
* With increasing awareness of authorial choice, discuss words and phrases which capture their interest.
* Identify how language, paragraph structure and layout contribute to meaning.
 | * With confidence, and gathering experience from a wide range of texts, children build positive attitudes to reading, by listening to and discussing a wide range of texts.
* Retell familiar texts orally.
* With increasing awareness of authorial choice, discuss words and phrases which capture their interest.
* Identify how language, paragraph structure and layout contribute to meaning.
 |
| Fluency & phrasing | * Read Y3/4 common exception words
* Read with expression, using the pronunciation to support meaning.
 | * Read Y3/4 common exception words
* Read with expression, using the pronunciation to support meaning.
 | * Read words by working out the pronunciation on unfamiliar printed words and recognising familiar words
* Read with expression, using the pronunciation to support meaning, including multi-clause sentences.
* Recite whole poems with growing awareness of the listener.
 | * Read words by working out the pronunciation on unfamiliar printed words and recognising familiar words
* Read with expression, using the pronunciation to support meaning, including multi-clause sentences.
* Recite whole poems with growing awareness of the listener.
 | * Read words speedily by working out the pronunciation on unfamiliar printed words and recognising familiar words
* Read Y3/4 common exception words
* With support, notice where commas create phrasing within sentences.
* As decoding becomes more secure, become independent, fluent and enthusiastic readers.
 | * Read words speedily by working out the pronunciation on unfamiliar printed words and recognising familiar words
* Read Y3/4 common exception words
* With support, notice where commas create phrasing within sentences.
* As decoding becomes more secure, become independent, fluent and enthusiastic readers.
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Progression of Reading Skills

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Three** | T1 | T2 | T3 | T4 | T5 | T6 |
| Decode/ word-reading | * Use phonics knowledge to read unfamiliar words without overt blending & sounding
* Read Y1/2 common exception words with accuracy
* Recognise prefixes & suffixes taught in KSL – know how they affect words
* Use meaning of common prefixes & suffixes from KS1 to work out the meaning of new words.
* Know how to choose a book that is at an appropriate level of understanding
 | * Use phonics knowledge to read unfamiliar words without overt blending & sounding
* Read & use Y3/4 common exception words.
* Recognise prefixes & suffixes taught in KS1 – know how they change words & meaning
* Use meaning of common prefixes & suffixes from KS1 to work out the meaning of new words.
* Know how to choose a book that is at an appropriate level of understanding
 | * Use phonics knowledge to read unfamiliar words without overt blending & sounding.
* Read & use Y3/4 common exception words.
* Use prefixes & suffixes taught in Y3 - know how they change words & meaning
* Use knowledge of prefixes & suffixes taught in Y3 to work out the meaning of new or unfamiliar words.
* Know how to choose a book that is at an appropriate level of understanding
 | * Use phonics knowledge to read unfamiliar words without overt blending & sounding.
* Read & use Y3/4 common exception words.
* Use prefixes & suffixes taught in Y3 - know how they change words & meaning
* Use knowledge of prefixes & suffixes taught in Y3 to work out the meaning of new or unfamiliar words.
* Know how to choose a book that is at an appropriate level of understanding
 | * Use phonics knowledge to read unfamiliar words without overt blending & sounding.
* Read & use Y3/4 common exception words.
* Use prefixes & suffixes taught in Y3 to work out the meaning of new or unfamiliar words.
* Decode new words that are not part of everyday usage.
* Know how to choose a book that is at an appropriate level of understanding
 | * Use phonics knowledge to read unfamiliar words without overt blending & sounding.
* Read & use Y3/4 common exception words.
* Use prefixes & suffixes taught in Y3 to work out the meaning of new or unfamiliar words.
* Decode new words that are not part of everyday usage.
* Know how to choose a book that is at an appropriate level of understanding
 |
| Literal Understanding & Retrieval  | * Recognise & respond to a range of question starters
* Retrieve facts & information from texts using key words from questions
* With support, check that they understand something by reading around challenging words & phrases.
* Ask questions to improve own understanding
 | * Recognise & respond to a range of question starters
* Retrieve facts & information from texts using key words from questions
* With support, check that they understand something by reading around challenging words & phrases.
* Ask questions to improve own understanding
 | * With support, scan for synonyms in a text
* With support, scan for alternative words & phrases for a word (e.g. “Find a word that has been used instead of…”
* With support, answer retrieval questions where the answer is implied (e.g. draw on actions of a character to say how they feel & why)
* Independently read around words & phrases to check for understanding
 | * Scan for synonyms in a text
* Scan for alternative words & phrases for a word (e.g. “Find a word that has been used instead of…”
* With support, answer retrieval questions where the answer is implied (e.g. draw on actions of a character to say how they feel & why)
* Independently read around words & phrases to check for understanding
 | * Scan for alternative synonyms & phrases in a text.
* Read around challenging words & phrases to identify an answer.
* Locate & identify words that are found interesting, asking questions to improve their understanding
* Answer retrieval questions where the answer is implied.
 | * Scan for alternative synonyms & phrases in a text.
* Read around challenging words & phrases to identify an answer.
* Locate & identify words that are found interesting, asking questions to improve their understanding
* Answer retrieval questions where the answer is implied.
 |
| Inferential understanding  | * Make inferences about character’s thoughts, feelings & motives for their actions.
* With support, use dictionaries to check the meaning of new or unfamiliar words.
* With support, predict what might happen next from details implied in the story.
* With support, draw on what happens in similar stories to make a prediction about what happens next.
 | * Make inferences about character’s thoughts, feelings & motives for their actions.
* With support, use dictionaries to check the meaning of new or unfamiliar words.
* With support, predict what might happen next from details implied in the story.
* With support, draw on what happens in similar stories to make a prediction about what happens next.
 | * Make inferences about character’s thoughts, feelings & motives for their actions.
* With support, explain reasons from inferences using evidence in the text.
* Independently predict what might happen next from details implied in the story
* Independently draw on similar stories to make predictions.
* Use dictionaries to check the meaning of new vocabulary
* Discuss the meanings of words in their context.
 | * Make inferences about character’s thoughts, feelings & motives for their actions.
* With support, explain reasons from inferences using evidence in the text.
* Independently predict what might happen next from details implied in the story
* Independently draw on similar stories to make predictions.
* Use dictionaries to check the meaning of new vocabulary
* Discuss the meanings of words in their context.
 | * Know that texts have a theme e.g. loyalty & treachery in the Lion, the Witch & the Wardrobe.
* Explain reasons from inferences using evidence in the text.
* Predict what might happen from implied details or by drawing on similar stories.
* Discuss the meaning of words in their context.
 | * Know that texts have a theme e.g. loyalty & treachery in the Lion, the Witch & the Wardrobe.
* Explain reasons from inferences using evidence in the text.
* Predict what might happen from implied details or by drawing on similar stories.
* Independently discuss the meaning of words in their context.
 |
| Respond to text | * Retell familiar stories, using key words & phrases from the text.
* Discuss own responses to texts – likes? Dislikes? Questions?
* Talk about what is enjoyable about reading – share authors & stories
* Increase familiarity with more unusual fairy tales (inc. adaptations)
 | * Retell familiar stories, using key words & phrases from the text.
* Discuss own responses to texts – likes? Dislikes? Questions?
* Talk about what is enjoyable about reading – share authors & stories
* Increase familiarity with more unusual fairy tales (inc. adaptations)
 | * Retell familiar stories, using key words & phrases from the text.
* Increase familiarity with myths & legends
* With support, identify how story language contributes to meaning
* Discuss own responses to texts – likes? Dislikes? Questions?
* Talk about what is enjoyable about reading – share authors & stories .
 | * Retell familiar stories, using key words & phrases from the text.
* Increase familiarity with myths & legends
* With support, identify how story language contributes to meaning
* Discuss own responses to texts – likes? Dislikes? Questions?
* Talk about what is enjoyable about reading – share authors & stories
 | * Retell familiar stories, using key words & phrases & significant events from the text.
* Discuss own responses to texts – likes? Dislikes? Questions?
* Talk about what is enjoyable about reading – share authors & stories
* Identify how the structure & presentation of a text can help understanding (esp. non-fiction)
 | * Retell familiar stories, using key words & phrases & significant events from the text.
* Discuss own responses to texts – likes? Dislikes? Questions?
* Talk about what is enjoyable about reading – share authors & stories
* Identify how the structure & presentation of a text can help understanding
 |
| Fluency & phrasing | * Pace of reading is consistent
* Reading speed allows understanding to be maintained after a pause.
* Reads with volume, expression & intonation that matches the meaning of the text.
* Checks own reading to see if it makes sense, self-correcting mistakes.
* Read all Y2 common exception words
* Can recite simple poems & rhymes by heart
 | * Pace allows the focus to be on reading for understanding (rather than decoding of individual words)
* Read with volume, expression & intonation that matches the meaning of the text
* Checks own reading to see if it makes sense, self-correcting mistakes.
* Read Y2 common exception words & some Y3/4 common exception words
 | * Pace allows the focus to be on reading for understanding (rather than decoding of individual words)
* Read with volume, expression & intonation that matches the meaning of the text, using punctuation to help.
* Checks own reading to see if it makes sense, self-correcting mistakes.
* Read Y3/4 common exception words
* Read words outside of usual spoken vocabulary, making reasonable attempts at pronunciation
 | * Pace allows the focus to be on reading for understanding (rather than decoding of individual words)
* Read with volume, expression & intonation that matches the meaning of the text, using punctuation to help.
* Checks own reading to see if it makes sense, self-correcting mistakes.
* Read Y3/4 common exception words
* Read words outside of usual spoken vocabulary, making reasonable attempts at pronunciation
 | * Pace allows the focus to be on reading for understanding (rather than decoding of individual words)
* Read with volume, expression & intonation that matches the meaning of the text, using punctuation to help.
* Checks own reading to see if it makes sense, self-correcting mistakes.
* Read Y3/4 common exception words
* Read words outside of usual spoken vocabulary, making reasonable attempts at pronunciation
 | * Pace allows the focus to be on reading for understanding (rather than decoding of individual words)
* Read with volume, expression & intonation that matches the meaning of the text, using punctuation to help.
* Checks own reading to see if it makes sense, self-correcting mistakes.
* Read Y3/4 common exception words
* Read words outside of usual spoken vocabulary, making reasonable attempts at pronunciation
 |

Reading at Madginford Primary School

Progression of Reading Skill

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year Two** | T1 | T2 | T3 | T4 | T5 | T6 |
| Decode/ word-reading | * All children are reading phonically decodable books matched to their ability level
* Most children are reading **blue** / **grey** RWInc phonically decodable books
* Children consolidate & secure knowledge of RWInc sounds.
* Read Y2 common exception words
* Read familiar words without overt sounding & blending
 | * All children are reading phonically decodable books matched to their ability level
* Most children are reading **grey** RWInc phonically decodable books
* Children consolidate & secure knowledge of RWInc sounds (especially alternative sounds for graphemes)
* Read Y2 common exception words
* Read familiar words without overt sounding & blending
 | * Children know how to choose reading books appropriate to their reading ability.
* Children consolidate & secure their knowledge of RWInc sounds (inc, alternative sounds for graphemes)
* Confidently read Y2 common exception words
* Read familiar words without overt sounding & blending
 | * Children know how to choose reading books appropriate to their reading ability.
* Children consolidate & secure their knowledge of RWInc sounds (inc, alternative sounds for graphemes)
* Confidently read Y2 common exception words
* Read most words without overt sounding & blending
 | * Children know how to choose reading books appropriate to their reading ability.
* Secure knowledge of all RWInc sounds (inc. alternative sounds from graphemes)
* Automatically read Y2 common exception words.
* Use syllables, prefixes & suffixes to read unfamiliar words
* Read most words without overt sounding & blending
 | * Children know how to choose reading books appropriate to their reading ability.
* Secure knowledge of all RWInc sounds (inc. alternative sounds from graphemes)
* Automatically read Y2 common exception words.
* Use syllables, prefixes & suffixes to read unfamiliar words
* Read most words without overt sounding & blending
 |
| Literal Understanding & Retrieval  | * Children use decoding strategies to read without overt sounding & blending
* Recognise if text does not make sense
* With help, read questions carefully to find key words to look for.
* With help, scan texts to look for a key word (names of characters or places, words in bold)
* Point to, underline or highlight the key word in a text
* With help, find and copy vocabulary from a text.
 | * Children use decoding strategies to read without overt sounding & blending
* Recognise if text does not make sense & uses simple strategies to work out word meaning
* Read simple questions carefully to find key words to search for.
* Know how to scan a text to find key words (identify initial sounds/graphemes to look for)
* Point to, underline or highlight key words in a text
* With help, find & copy vocabulary from a text.
 | * Children secure decoding strategies to read without overt sounding & blending
* Recognise if text does not make sense & uses simple strategies to work out word meaning
* Read questions & work out what words to look for in the text.
* Use subheadings, bold text, bullet points & other organisational devices to search for key words.
* Find & copy vocabulary from a text.
* With help, find answers to questions with no obvious key words.
 | * Children secure decoding strategies to read without overt sounding & blending
* Recognise if text does not make sense & uses simple strategies to work out word meaning
* Read questions & work out what words to look for in the text.
* Use subheadings, bold text, bullet points & other organisational devices to search for key words.
* Find & copy vocabulary from a text.
* With help, find answers to questions with no obvious key words.
 | * Children secure decoding strategies to read without overt sounding & blending
* Recognise if text does not make sense & uses simple strategies to work out word meaning
* Refine scanning skills; look for key words, words in bold, names of people & places etc
* Find & copy vocabulary from a text.
* With help, find answers to questions with no obvious key words.
* Use subheadings, bold text, bullet points & other organisational devices to search for key words.
 | * Children secure decoding strategies to read without overt sounding & blending
* Recognise if text does not make sense & uses simple strategies to work out word meaning
* Refine scanning skills; look for key words, words in bold, names of people & places etc
* With confidence, find & copy vocabulary from a text.
* Know how to find answers to questions with no obvious key words.
* Use subheadings, bold text, bullet points & other organisational devices to search for key words.
 |
| Inferential understanding  | * Talk about what has happened in a story, explaining what has happened.
* Use what has happened in a story to make a prediction
* Think about a character’s feelings & actions when predicting what they might do next
* Think about, talk about & clarify the meaning of words.
 | * Talk about what has happened in a story, explaining what is happening & sequencing key events
* Use what has happened in a story to make a prediction.
* Think about a character’s feelings & actions when predicting what they might do next
* Think about, talk about & clarify the meaning of words.
 | * Talk about what has happened in the story, identifying the cause & effect of a character’s actions.
* Use what has happened in a story to make a prediction, drawing on real-life experiences
* Draw on own experiences when considering a character’s feelings e.g. why might the owl be afraid of the dark?’
* Think about, talk about & clarify the meaning of words.
 | * Talk about what has happened in the story, identifying the cause & effect of a character’s actions & identifying that which is not explicitly stated.
* Use what has happened in a story to make a prediction, drawing on real-life experiences
* Draw on own experiences when considering a character’s feelings & actions.
* Explore the meaning of words in the context of the text.
 | * Talk about what has happened in the story, identifying the message or moral that has prompted the character’s actions
* Predict what might happen next using direct evidence from the text
* Answer ‘how?’ & ‘why?’ questions that draw on more than the information in the story
* Explore the meanings of words in the context of a text – link new meanings to known vocabulary
 | * Talk about what has happened in the story, identifying the message or moral that has prompted the character’s actions
* Predict what might happen next using direct evidence from the text
* Answer ‘how?’ & ‘why?’ questions that draw on more than the information in the story
* Explore the meanings of words in the context of a text – link new meanings to known vocabulary
 |
| Respond to text | * Explore, listen to & talk about picture books, non-fiction texts & poetry.
* Listen to & join in with stories & poems.
* Respectfully discuss about books they have read & listened to, saying what they liked/disliked.
* Sequence & retell familiar stories
* Recognise & use recurring literary language
* Discuss favourite words & phrases from stories, poems & texts.
 | * Explore, listen to & talk about picture books, non-fiction texts & poetry.
* Listen to & join in with stories & poems.
* Respectfully discuss about books they have read & listened to, saying what they liked/disliked.
* Give some simple reasons for their likes & dislikes when discussing stories.
* Sequence & retell familiar stories
* Recognise & use recurring literary language
* Discuss favourite words & phrases from stories, poems & texts.
 | * Explore, listen to & talk about picture books, stories, non-fiction texts & poetry.
* Listen to & join in with stories & poems.
* Join in discussions about texts that have been read; take it in turns to listen to others
* Explore how non-fiction texts are organised: subheadings, bold text, bullet point etc
* Recognise & use recurring literacy language.
* Discuss favourite words & phrases from stories, poems & texts
 | * Explore, listen to & talk about stories, classic stories, contemporary poetry & non-fiction
* Listen to & perform a range of poems
* Express views about a wide range of poems
* Join in discussions about texts that have been read; take it in turns to listen to others
* Explore how non-fiction texts are organised: subheadings, bold text, bullet point etc
* Recognise & use recurring literacy language.
* Discuss favourite words & phrases from stories, poems & texts
 | * Explore, listen to & talk about stories, classic stories, contemporary poetry, classic poetry & non-fiction
* Listen to & independently perform a range of poems
* Express views about a wide range of poems
* Join in discussions about texts that have been read; take it in turns to listen to others, using the text to explain reasons.
* Discuss favourite words & phrases from stories, poems & texts
 | * Explore, listen to & talk about stories, classic stories, contemporary poetry, classic poetry & non-fiction
* Listen to & independently perform a range of poems
* Express views about a wide range of poems
* Join in discussions about texts that have been read; take it in turns to listen to others, using the text to explain reasons.
* Discuss favourite words & phrases from stories, poems & texts
 |
| Fluency & phrasing | * Pace of reading is uneven
* Uses knowledge of phonics to blend sounds to form words.
* Voice is quiet (or monotone)
* Read Y1 common exception words
* With support, check own reading to see if it makes sense.
* Join in with familiar stories, poems & rhymes
 | * Pace of reading is uneven
* Uses basic sentence punctuation to add pauses when reading.
* Visually recalls words & decodes unfamiliar words with effort
* Reads with some volume & expression
* Read Y1 common exception words
* With support, check own reading to see if it makes sense.
* Recite familiar rhymes
 | * Reads at a conversational speed
* Reads with some volume & expression
* Uses some punctuation marks (full stops, exclamation marks, speech marks) to maintain meaning & expression
* Read most Y2 common exception words
* Check own reading to see if it makes sense.
* Recite familiar poems & rhymes
 | * Usually reads at 90wpm
* Pace of reading is usually consistent across the text
* Reads with volume & expression that matches the meaning of the text.
* Read most Y2 common exception words
* Check own reading to see if it makes sense, self-correcting mistakes
* Recite familiar poems & rhymes
 | * Reads at 90wpm
* Pace of reading is consistent
* Reads with volume & expression that matches the meaning of the text.
* Can use punctuation marks to vary intonation when reading
* Read Y2 common exception words
* Check own reading to see if it makes sense, self-correcting mistakes
* Recite familiar poems & rhymes
 | * Reads at 90wpm or more
* Reads smoothly & is beginning to speed up or slow down at appropriate places in the text
* Reads with volume & expression that matches the meaning of the text.
* Uses punctuation marks to vary intonation when reading
* Read Y2 common exception words
* Check own reading to see if it makes sense, self-correcting mistakes
* Recite familiar poems & rhymes
 |

Reading at Madginford Primary School

Progression of Reading Skill

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Year One** | T1 | T2 | T3 | T4 | T5 | T6 |
| Decode/ word-reading | * All children are reading phonically decodable books matched to their ability level
* Most children are reading **purple** RWInc phonically decodable reading books
* Children have a secure knowledge of RWInc set 1 sounds
* Children consolidate & regularly use *ch, sh,* *th, ng, nk & qu* (whole class teaching of *wh)*
* Children know & can read *your, want, what, they, who, where, by, my, me, go, baby, to, water, they, we, what, do*
* Children can blend phonemes in unfamiliar words
* Children re-read books to develop fluency
 | * All children are reading phonically decodable books matched to their ability level
* Children are reading **pink** RWInc phonically decodable reading books
* Children have a secure knowledge of RWInc set 1 sounds & sounds from T1
* Children consolidate & regularly use *ay, ee,igh, oo, ow, & oo*
* Children know & can read common exception words from T1
* Children know & can read *he, me, we, she, be, no, so, go, our, all, I’ve, want, call, her, she, want, some, so, watch, small, onto, ball, was, I’m, I’ll*
* Children can blend phonemes in unfamiliar words
* Children re-read books to develop fluency
 | * All children are reading phonically decodable books matched to their ability level
* Most children are reading **orange** RWInc phonically decodable books
* Children have a secure knowledge of RWInc set 1 sounds & *ay,ee,igh,oo, ow, oo, ar, or, air, ir, ou, oy* (whole class teaching of *ph, oa, ai*)
* Children know & can read common exception words from autumn term
* Children know & can read *her, do, does, all, call, tall, small, old, mother, there, who, above,*
* Children segment & blend phonemes to read unfamiliar words
* Children read contractions & words containing different endings (e.g. es, er, ing)
 | * All children are reading phonically decodable books matched to their ability level
* Most children are reading **yellow** RWInc phonically decodable books
* Children have a secure knowledge of RWInc set 1 sounds & *ay,ee,igh,oo, ow, oo, ar, or, air, ir, ou, oy, ph, oa & ai* (whole class teaching of *oi, ur, er, ow*)
* Children know & can read common exception words from previous terms
* Children know & can read *many, any, one, once, some, come, today, watch, school, saw, their, tall, one, brother, where, love, great, into, down, above, any*
* Children read contractions & words containing different endings (e.g. es, er, ing)
 | * All children are reading phonically decodable books matched to their ability level
* Most children are reading **blue** RWInc phonically decodable books
* Children will have a secure knowledge of RWInc set 1 sounds & *a\_e, i\_e, o\_e, u\_e, oi, ea* (whole class teaching of *e\_e, ear, ure)*
* Children know & can read *there, here, were, push, full, pull, because*
* Children read contractions & words containing different endings
 | * All children are reading phonically decodable books matched to their ability level
* Most children are reading **grey** RWInc phonically decodable books
* Children will have a secure knowledge of RWInc set 1 souunds & *aw,are, ur, er,ow, ai,oa,ew,ire,ear,ure*
* Children know & can read *love, ask, school, friend, house, should, other, father, someone, another, walk, here, many, come, caught, everyone, thought, wear, yourself, using, bought*
* Children read contractions & words containing different endings
 |
| Literal Understanding & Retrieval  | * Retrieve information from pictures, paintings & book illustrations.
* Answer simple retrieval questions (Who? What? Where? When?)
* Point to information on a page or image to show where to find an answer.
 | * Retrieve information from pictures, paintings & book illustrations.
* Answer simple retrieval questions (Who? What? Where? When? How?)
* With adult support, record answers to simple retrieval questions (Who? What? When? Where?)
* Point to information on a page or image to show where to find an answer.
 | * Draw on phonic & vocabulary knowledge to recognise words & phrases in a text
* Talk about the title – what does it tell the reader about the events in the text?
* Identify key events in texts
* Continue to answer simple retrieval questions including which?
* Continue to record the answer to simple retrieval questions
 | * Draw on phonic & vocabulary knowledge to recognise words & phrases in a text
* Talk about the title – what does it tell the reader about the events in the text?
* Explain key events in texts that are read to them.
* Continue to answer simple retrieval questions (Who? What? Where? When? How? Which?)
 | * Use phonic knowledge & growing knowledge of story vocabulary to recognise words & phrases
* Talk about the title – how does it relate to events within a text?
* Explain key events in texts that they have read.
* Talk about characters in stories – how do we know what they think & feel?
* Continue to answer simple retrieval questions.
 | * Use phonic knowledge & growing knowledge of story vocabulary to recognise words & phrases
* Talk about the title – how does it relate to events within a text?
* Explain key events in texts that they have read.
* Continue to answer simple retrieval questions.
 |
| Inferential understanding  | * Talk about how characters feel when something happens to them in a story.
* Make simple predictions about what might happen next in a story.
* Talk about how a setting makes them feel (use visual texts e.g. book illustrations, paintings, photographs)
* Talk about word meaning – start to make links with known words
 | * Explain how characters feel when something happens to them in a story.
* Make simple predictions about what might happen next in a story.
* Talk about how a setting makes them feel (use visual texts e.g. book illustrations, paintings, photographs)
* Talk about word meaning – start to make links with known words
 | * Use what characters say & do to explain how they feel when something happens.
* Make a simple prediction about what might happen next, giving reasons based on what characters have done or said.
* Comment on the mood of a setting
* Talk about the meaning of words – make simple connections between known words (e.g. positive, negative words)
 | * Use what characters say & do to explain how they feel when something happens.
* Make a simple prediction about what might happen next, giving reasons based on what characters have done or said.
* Comment on the mood of a setting
* Talk about the meaning of words – make simple connections between known words (e.g. positive, negative words)
* Use what is already known &/or background information to explain an opinion.
 | * Say how characters feel based on what they say & do – explain how they know.
* Use what is already known &/or background information to explain an opinion.
* Talk about the significance of events when reading a book.
* Think about & give reasons for the author’s choice of title for a book e.g ‘The Upside Down’ book would be a good choice for a book about bats.
 | * Say how characters feel based on what they say & do – explain how they know.
* Use what is already known &/or background information to explain an opinion.
* Talk about the significance of events when reading a book.

Think about & give reasons for the author’s choice of title for a book e.g ‘The Upside Down’ book would be a good choice for a book about bats. |
| Respond to text | * Children enjoy listening to & joining in with class stories.
* Children can choose books they would like to read or listen to, giving reasons for their choice.
* Children draw on illustrations from a story & make links to the story.
* Children join in with discussions about a text, sharing what they think.
* Share their thoughts & opinions of a character in a story
* Verbally retell events from a story
* Recognise simple story language e.g. ‘Once upon a time’
 | * Children enjoy listening to & joining in with class stories.
* Children can choose books they would like to read or listen to, giving reasons for their choice.
* Children draw on illustrations from a story & make links to the story.
* Children join in with discussions about a text, sharing what they think.
* Share their thoughts & opinions of a character in a story
* Verbally retell events from a story
* Recognise simple story language e.g. ‘Once upon a time’
 | * Recognise & use common story vocabulary verbally & sometimes in own writing
* In discussions, make links between texts & real life.
* Talk about & identify features of a story & poem
* Talk about stories & poems, identifying parts that are liked/disliked.
* In discussions, give reasons for what they think about characters.
* With some support, recognise important events that need to be included when retelling a story.
 | * Recognise & use common story vocabulary verbally & sometimes in own writing
* In discussions, make links between texts & real life.
* Talk about & identify features of a story & poem
* Talk about stories & poems, identifying parts that are liked/disliked.
* In discussions, give reasons for what they think about characters.
* With some support, recognise important events that need to be included when retelling a story.
 | * Use common, recurring story language when responding to & talking about texts.
* Talk about likes/dislikes when discussing stories, poems & rhymes.
* Give reasons for choosing stories, poems & rhymes.
* Recognise important events which need to be included when retelling a story
 | * Use common, recurring story language when responding to & talking about texts.
* Talk about likes/dislikes when discussing stories, poems & rhymes.
* Give reasons for choosing stories, poems & rhymes.
* Recognise important events which need to be included when retelling a story
 |
| Fluency * Automaticity
* Accuracy
* Expression
 | * Join in with repeated words or refrain when listening to stories, poems & rhymes
* Recite familiar rhymes & poems
* Use alphabet song to sequence letters
* With support, read common exception words linked to RWInc levels
* Sound & blend printed words quickly & accurately using phonemic knowledge & skills (linked to RWInc levels)
* Read aloud, checking that text ‘sounds right’ & makes sense
 | * Join in when listening to stories, poems or rhymes being read aloud
* Recite familiar rhymes & poems
* Use alphabet song to sequence letters
* With support, read common exception words linked to RWInc levels
* Sound & blend printed words quickly & accurately using phonemic knowledge & skills (linked to RWInc levels)
* Read aloud, checking that text ‘sounds right’ & makes sense
 | * Recognise & join in with predictable phrases
* Recite rhymes & poems linked to the curriculum
* Say or sing the alphabet in sequence
* Read common exception words linked to RWInc levels
* Sound & blend printed words quickly & accurately using phonemic knowledge & skills (linked to RWInc levels)
* Read aloud, checking that text ‘sounds right’ & makes sense
 | * Recognise & join in with predictable phrases
* Recite rhymes & poems linked to the curriculum
* Say or sing the alphabet in sequence
* Read common exception words linked to RWInc levels
* Sound & blend printed words quickly & accurately using phonemic knowledge & skills (linked to RWInc levels)
* Read aloud, checking that text ‘sounds right’ & makes sense
* With help, notice sentence punctuation
 | * Recognise & join in with predictable phrases using expression
* Perform rhymes, poems & songs out loud
* Know and sequence the alphabet
* Read the common exception words for Y1
* Sound & blend printed words quickly & accurately using phonemic knowledge & skills (linked to RWInc levels)
* Read aloud, checking that text ‘sounds right’ & makes sense
* With help, notice sentence punctuation
 | * Recognise & join in with predictable phrases using expression
* Perform rhymes, poems & songs out loud
* Know the alphabet in order
* Read the common exception words for Y1
* Sound & blend printed words quickly & accurately using phonemic knowledge & skills (linked to RWInc levels)
* Read aloud, checking that text ‘sounds right’ & makes sense
* With help, notice sentence punctuation
 |