Reading Progression

Chadsmead Primary Academy Reading Progression - Early Years

3 and 4 year olds (Pre-reception)   **In Reception**   **Early Learning Goals (ELG)**

Vocabulary	Phonics	Decoding	Fluency	Reading Skills	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
Engage in extended conversations about stories, learning new vocabulary. Names of different parts of a book. Understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	**Read write Inc** **Set 1 speed sounds** - *m, a, s, d, t, i, n, p, g, o, c, k, u, b, f, e, l, h, r, j, v, y, w, z, x, ch, ng, nk, qu, sh, th* **Set 2 speed sounds** - *ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy* speed sounds Develop their phonological awareness, so that they can: - spot and suggest rhymes - count or clap syllables in a word - recognise words with the same initial sound, such as money and mother. Read individual letters by saying the sounds for them. Say a sound for each letter in the alphabet and at least 10 digraphs.	Blend sounds into words, so that they can read short words made up of known letter–sound correspondences Read some letter groups that each represent one sound and say sounds for them. Read a few common exception words matched to the school's phonic programme. Read simple phrases and sentences made up of words with known letter–sound correspondences and, where necessary, a few exception words. Read words consistent with their phonic knowledge by sound-blending.	Re-read books to build up their confidence in word reading, their fluency and their understanding and enjoyment. Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words.	Understand the concept that we read English text from left to right and from top to bottom Page sequencing	Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.	Understand the concept that print has meaning. Understand the concept that print can have different purposes To suggest how a story might end. To begin to understand 'why' and 'how' questions. Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary.	To build up vocabulary that reflects the breadth of their experiences. Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role play.

Chadsmead Primary Academy Reading Progression – Year 1

Vocabulary	Phonics	Decoding	Fluency	Poetry & Performance	Comprehension Inference & Prediction
author, non-fiction, fiction, rhyme, letter, capital letter, word, singular, plural, punctuation, full stop, question mark, exclamation mark	**Read write Inc** **Set 2 speed sounds** *ay, ee, igh, ow, oo, ar, or, air, ir, ou, oy* speed sounds **set 3 speed sounds** *a-e, ea, i-e, o-e, u-e, oi ai oa, aw, ur, er, ire, ear, ure, ew, are, ow* speed sounds. Read books consistent with phonic knowledge. Re-read books to build fluency.	Apply phonic knowledge to decode words Read at speed 40+ phonemes Read accurately by blending taught GPCs Read common exception words Read common suffixes – *s, es, ing, ed,* Read multisyllabic words containing taught GPCs Read contracted words e.g. *I'm, I'll, we'll*	Re-read familiar books to build fluency.	To recite simple poems by heart.	To begin to make simple inferences. To predict what might happen on the basis of what has been read so far.

Reading Skills – Taught as part of Read Write Inc Phonic sessions and everyday reading

Vocabulary - NC - Discussing word meanings, linking new meanings to those already known. Recognising and joining in with predictable phrases. Learning to appreciate rhymes and poems, and to recite some by heart. Drawing on what they already know or on background information and vocabulary provided by the teacher.

• discussing word meanings, linking new meanings to those already known.• drawing on what they already know or on background information and vocabulary provided by the teacher. • : learning to appreciate rhymes and poems, and to recite some by heart. • recognising and joining in with predictable phrases. • becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics.

Inference – NC - Making inferences on the basis of what is being said and done.

• children make basic inferences about characters' feelings by using what they say as evidence. • infer basic points with direct reference to the pictures and words in the text. • discuss the significance of the title and events • demonstrate simple inference from the text based on what is said and done.

Predict – NC - Predicting what might happen on the basis of what has been read so far participate in discussion about what is read to them, taking turns and listening to what others

• predicting what might happen on the basis of what has been read so far in terms of story, character and plot. • make simple predictions based on the story and on their own life experience. • begin to explain these ideas verbally or though pictures.

Explain – NC - Explain clearly their understanding of what is read to them. Being encouraged to link what they read or hear read to their own experiences.

• give my opinion including likes and dislikes (not nc objective). • link what they read or hear to their own experiences • explain clearly my understanding of what has been read to them • express views about events or characters.

Retrieve -NC – Explain clearly their understanding of what is read to them.

• answer a question about what has just happened in a story. • develop their knowledge of retrieval through images. • recognize characters, events, titles and information. • recognize differences between fiction and non-fiction texts. • retrieve information by finding a few key words. • Contribute ideas and thoughts in discussion.

Sequence – NC – Checking that the text makes sense to them as they read and correcting inaccurate reading. Discussing the significance of the title and events

• retell familiar stories orally e.g. fairy stories and traditional tales • sequence the events of a story they are familiar with • begin to discuss how events are linked.

Chadsmead Primary Academy Reading Progression – Year 2

Vocabulary	Phonics	Decoding	Fluency	Poetry & Performance	Comprehension Inference & Prediction
setting, plot, alliteration, character, rhythm, beats, simile, narrator, chapter, pattern noun, noun phrase, statement, question, exclamation, command, compound, suffix, adjective, adverb, verb tense (past present) apostrophe, comma, illustrator	Read aloud books closely matched to improving phonic knowledge, sounding out unfamiliar words. Re-read books to build fluency and confidence.	Continue to apply phonic knowledge to decode words Read accurately by blending taught GPCs, especially alternative sounds Read accurately words of 2 or more syllables Read further common exception words Read most words quickly without overtly sounding	Re-read familiar books to build fluency and confidence. Read stories and passages at a pace of 90 words per minute.	To continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some with appropriate intonation to make the meaning clear.	To make inferences on the basis of what is being said and done. To predict what might happen on the basis of what has been read so far in a text.

Reading Skills – VIPERS

Vocabulary - NC - Discussing and clarifying the meanings of words, linking new meanings to known vocabulary. Discussing their favourite words and phrases. Recognising simple recurring literary language in stories and poetry. Listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently.

• discussing and clarifying the meanings of words; link new meanings to known vocabulary • discussing their favourite words and phrases • recognise some recurring language in stories and poems

Inference – NC - Making inferences on the basis of what is being said and done. Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say.

• make inferences about characters' feelings using what they say and do. • infer basic points and begin, with support, to pick up on subtler references. • answering and asking questions and modifying answers as the story progresses • use pictures or words to make inferences

Predict – NC - Predicting what might happen from details stated and implied.

• predicting what might happen on the basis of what has been read in terms of plot, character and language so far • make predictions using their own knowledge as well as what has happened so far to make logical predictions and give explanations of them

Explain – NC - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves. Being introduced to non-fiction books that are structured in different ways.

• explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves • express my own views about a book or poem • discuss some similarities between books • listen to the opinion of others

Retrieve -NC – Checking that the text makes sense to them as they read and correcting inaccurate reading. Answering and asking questions.

• independently read and answer simple questions about what they have just read. • asking and answering retrieval questions • draw on previously taught knowledge • remember significant event and key information about the text that they have read • Monitor their reading, checking words that they have decoded, to ensure that they fit within the text they have already read

Sequence – NC – Discussing the sequence of events in books and how items of information are related. Becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales. Continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.

• discuss the sequence of events in books and how items of information are related. • retell using a wider variety of story language. • order events from the text. • begin to discuss how events are linked focusing on the main content of the story.

Chadsmead Primary Academy Reading Progression – Year 3

Vocabulary	Phonics	Decoding	Fluency	Poetry & Performance	Comprehension Inference & Prediction
myth, legend, fable, script, scene, act, narrative, hook, dialogue, hero, villain, first person preposition, conjunction, word family, prefix, clause, subordinate clause, direct speech, consonant vowel, vowel, inverted commas	Recap and build upon phonic knowledge previously taught.	Use phonic knowledge to decode quickly and accurately. Apply a growing knowledge of root words and prefixes including; *in, im, il, ir, dis, mis, un, re, sub, inter, super, anti, auto* to read aloud. Apply a growing knowledge of root words and suffixes including; *ly, ous, ture, sure, sion, tion, ssion, cian*, to read aloud.	Continue to accurately read at a pace of 90+ words per minute	To prepare and perform poems and play scripts that show some awareness of the audience when reading aloud. To begin to use appropriate intonation and volume when reading aloud. Recognise different forms of poetry e.g. free verse, narrative poetry	To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. To justify predictions using evidence from the text.

Reading Skills – VIPERS

Vocabulary - NC - understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. Discussing words and phrases that capture the reader's interest and imagination. Using dictionaries to check the meaning of words that they have read

• use dictionaries to check the meaning of words that they have read • discuss words that capture the readers interest or imagination • identify how language choices help build meaning • find the meaning of new words using substitution within a sentence

Inference – NC - Asking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied.

• children can infer characters' feelings, thoughts and motives from their stated actions. • justify inferences by referencing a specific point in the text. • ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives. • make inferences about actions or events

Predict – NC - predicting what might happen from details stated and implied.

• justify predictions using evidence from the text. • use relevant prior knowledge to make predictions and justify them. • use details from the text to form further predictions.

Explain – NC - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Reading books that are structured in different ways and reading for a range of purposes Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

• discussing the features of a wide range of fiction, poetry, plays, non-fiction and reference books • identifying how language, structure, and presentation contribute to meaning of both fiction and non-fiction texts • recognise authorial choices and the purpose of these

Retrieve -NC – Retrieve and record information from non-fiction.

• use contents page and subheadings to locate information • learn the skill of 'skim and scan' to retrieve details. • begin to use quotations from the text. • retrieve and record information from a fiction text. • retrieve information from a non-fiction text

Summarise – NC – Identifying main ideas drawn from more than one paragraph and summarising these. Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding.

• identifying main ideas drawn from a key paragraph or page and summarising these • begin to distinguish between the important and less important information in a text. • give a brief verbal summary of a story. • teachers begin to model how to record summary writing. • identify themes from a wide range of books • make simple notes from one source of writing

Chadsmead Primary Academy Reading Progression – Year 4

Vocabulary	Decoding	Fluency	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
metaphor, onomatopoeia, genre, point of view, resolution, novel, haiku, cinquain, kennings determiner pronoun, possessive pronoun, adverbial	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill. uApply a growing knowledge of root words and prefixes and suffixes to read aloud fluently.	Continue to accurately read at a pace of 90+ words per minute	To recognise and discuss some different forms of poetry (e.g. free verse or narrative poetry). To prepare and perform poems and play scripts with appropriate techniques (intonation, tone, volume and action) to show awareness of the audience when reading aloud.	To draw inferences from characters' feelings, thoughts and motives that justify their actions, supporting their views with evidence from the text. To justify predictions from details stated and implied.	Discuss vocabulary used to capture readers' interest and imagination.

Reading Skills – VIPERS

Vocabulary - NC - Explaining the meaning of words in context. Discussing words and phrases that capture the reader's interest and imagination. Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding. Using dictionaries to check the meaning of words that they have read.

• using dictionaries to check the meaning of words that they have read • use a thesaurus to find synonyms • discuss why words have been chosen and the effect these have on the reader • explain how words can capture the interest of the reader • discuss new and unusual vocabulary and clarify the meaning of these • find the meaning of new words using the context of the sentence.

Inference – NC - **A**sking questions to improve their understanding of a text. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied*• ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives (I know this because questions) • infer characters' feelings, thoughts and motives from their stated actions. • consolidate the skill of justifying them using a specific reference point in the text • use more than one piece of evidence to justify their answer*

Predict – NC - predicting what might happen from details stated and implied.

• justify predictions using evidence from the text. • use relevant prior knowledge as well as details from the text to form predictions and to justify them. • monitor these predictions and compare them with the text as they read on

Explain – NC - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.   Develop positive attitudes to reading and understanding of what they read by identifying how language, structure, and presentation contribute to meaning. Reading books that are structured in different ways and reading for a range of purposes. Recognising some different forms of poetry [for example, free verse, narrative poetry]. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

• discussing words and phrases that capture the reader's interest and imagination • identifying how language, structure, and presentation contribute to meaning • recognise authorial choices and the purpose of these

Retrieve -NC – Retrieve and record information from non-fiction.

• confidently skim and scan texts to record details, • using relevant quotes to support their answers to questions. • retrieve and record information from a fiction or non-fiction text.

Summarise – NC – Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Understand what they read, in books they can read independently, by checking that the text makes sense to them, discussing their understanding and V1: explaining the meaning of words in context. Identifying main ideas drawn from more than one paragraph and summarising these.

• use skills developed in year 3 in order to write a brief summary of main points, identifying and using important information. • identifying main ideas drawn from more than one paragraph. • identify themes from a wide range of books • summarise whole paragraphs, chapters or texts • highlight key information and record it in bullet points, diagrams, maps etc

Chadsmead Primary Academy Reading Progression – Year 5

Vocabulary	Decoding	Fluency	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
classic, figurative language, imagery, climax, theme, personification, humorous, free, verse, rap, couplets modal verb, relative pronoun, relative clause, parenthesis, bracket, dash cohesion, ambiguity	To read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual cues. Apply a growing knowledge of root words and prefixes and suffixes including; *sion, tion, cial, tial, ant, ance, ancy, ent, ence, ency, able, ably, ible, ibly* to read aloud fluently.	Continue to accurately read at a pace of 90+ words per minute	To continually show an awareness of audience when reading out loud using intonation, tone, volume and action.	To draw inferences from characters' feelings, thoughts and motives. To make predictions based on details stated and implied, justifying them in detail with evidence from the text.	To discuss vocabulary used by the author to create effect, including figurative language. To evaluate the use of authors' language and explain how it has created an impact on the reader.

Reading Skills – VIPERS

Vocabulary - NC - Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

• explore the meaning of words in context, confidently using a dictionary • discuss how the author's choice of language impacts the reader • evaluate the authors use of language • investigate alternative word choices that could be made • begin to look at the use of figurative language • use a thesaurus to find synonyms for a larger variety of words • re-write passages using alternative word choices • read around the word' and *explore its meaning in the broader context of a section or paragraph

Inference – NC - Asking questions to improve their understanding. Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might happen from details stated and implied. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • make inferences about actions, feelings, events or states • use figurative language to infer meaning • give one or two pieces of evidence to support the point they are making. • begin to draw evidence from more than one place across a text.

Predict – NC - predicting what might happen from details stated and implied.

• predicting what might happen from details stated and implied • support predictions with relevant evidence from the text. • confirm and modify predictions as they read on.

Explain – NC - Making comparisons within and across books. Identifying how language, structure and presentation contribute to meaning. Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction

• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates.

Retrieve -NC – Retrieve, record and present information from non-fiction. Increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions recommending books that they have read to their peers, giving reasons for their choices. Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • begin to challenge points of view • begin to distinguish between

• confidently skim and scan, and also use the skill of reading before and after to retrieve information. • use evidence from across larger sections of text • read a broader range of texts including myths, legends, stories from other cultures, modern fiction and archaic texts. • retrieve, record and present information from non-fiction texts. • ask my own questions and follow a line of enquiry.

Summarise – NC – Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader. Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Identifying and discussing themes and conventions in and across a wide range of writing. Learning a wider range of poetry by heart. Reading books that are structured in different ways and reading for a range of purposes.

• summarising the main ideas drawn from more than one paragraph, page, chapter or the entire text identifying key details to support the main ideas. • make connections between information across the text and include this is an answer. • discuss the themes or conventions from a chapter or text • identify themes across a wide range of writing

Chadsmead Primary Academy Reading Progression – Year 6

Vocabulary	Decoding	Fluency	Poetry & Performance	Comprehension Inference & Prediction	Words in context and authorial choice
flash back, epilogue, prologue, protagonist, antagonist, convention, mood, twist, style, parody, cliché, biography, comical, autobiography, tragedy, subject, object, active, passive, synonym, antonym, ellipsis, hyphen, colon, semi-colon, bullet points	To read fluently with full knowledge of Y5/6 common exception words, root words, prefixes, suffixes and to decode any unfamiliar words with increasing speed and skill recognising their meaning through contextual cues.	Continue to accurately read at a pace of 90+ words per minute.	To confidently perform texts (including poems learnt by heart) using a wide range of devices to engage the audience and for effect.	To consider different accounts of the same event and to discuss viewpoints (both of authors and of fictional characters). To discuss how characters change and develop through texts by drawing inferences based on indirect clues.	To analyse and evaluate the use of language, including figurative language and how it is used for effect, using technical terminology such as metaphor, simile, analogy, imagery, style and effect.

Reading Skills – VIPERS

Vocabulary - NC - Understand what they read by: checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context. Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader.

• evaluate how the authors' use of language impacts upon the reader • find examples of figurative language and how this impacts the reader and contributes to meaning or mood.   • discuss how presentation and structure contribute to meaning. • explore the meaning of words in context by 'reading around the word' and independently explore its meaning in the broader context of a section or paragraph.

Inference – NC - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence predicting what might • Asking questions to improve their understanding

• drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. • discuss how characters change and develop through texts by drawing inferences based on indirect clues. • make inferences about events, feelings, states backing these up with evidence. • infer characters' feelings, thoughts and motives, giving more than one piece of evidence to support each point made. They can draw evidence from different places across the text.

Predict – **NC** - predicting what might happen from details stated and implied.

• predicting what might happen from details stated and implied • support predictions by using relevant evidence from the text • confirm and modify predictions in light of new information.

Explain – NC - Distinguish between statements of fact and opinion. Retrieve, record and present information from non-fiction. Identifying how language, structure and presentation contribute to meaning. Making comparisons within and across books.

• provide increasingly reasoned justification for my views • recommend books for peers in detail • give reasons for authorial choices • challenge points of view • distinguish between fact and opinion • identifying how language, structure and presentation contribute to meaning • discuss and evaluate how authors use language, including figurative language, considering the impact on the reader • explain and discuss their understanding of what they have read, including through formal presentations and debates. • distinguish between fact, opinion and bias explaining how they know this.

Retrieve -NC – Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

*• Children confidently skim and scan, and also use the skill of reading before and after to retrieve information. *They use evidence from across whole chapters or texts • Read a broader range of texts including myths, legends, stories from other cultures, modern fiction, plays, poetry and archaic texts. • Retrieve, record and present information from a wide variety of non-fiction texts. • Ask my own questions and follow a line of enquiry.*

Summarise – NC – Learning a wider range of poetry by heart. Preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience. Participate in discussions about books that are read to them and those they can read for themselves.

• summarise information from across a text and link information by analysing and evaluating ideas between sections of the text. • summarising the main ideas drawn from more than one paragraph, identifying key details to support the main ideas • make comparisons across different books. • summarise entire texts, in addition to chapters or paragraphs, using a limited number of words or paragraphs.