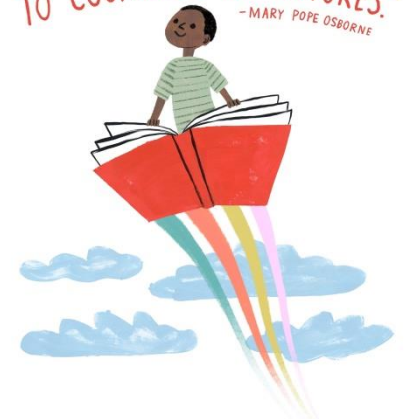




Reading Progression Map and End Points

St Joseph's RC Primary School

"READING IS A PASSPORT
TO COUNTLESS ADVENTURES."
- MARY POPE OSBORNE



St Joseph's RC Primary School

Reading Curriculum Progression

	End of EYFS	End of KS1	End of Lower KS2	End of Upper KS2
Word Reading	<ul style="list-style-type: none"> • Say a sound for each letter in the alphabet and at least 10 digraphs; • Read words consistent with their phonic knowledge by sound-blending; • Read aloud simple sentences and books that are consistent with their phonic knowledge, • Read some common exception words. RWI red words her, do, does, all call, tall, small, come, some, many, any, one 	<ul style="list-style-type: none"> • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes • Read accurately words of two or more syllables that contain the same graphemes as above • Read words containing common suffixes • Read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word • Read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered • Read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondence between spelling and sound and where these occur in the word. • Adding suffixes beginning with vowel letters to words with more than one syllable • Use the possessive apostrophe with plural words • Identify irregular plurals • Know an extending range of homophones or near homophones • To read accurately the words as stated in Appendix 1 	<ul style="list-style-type: none"> • Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1 to read aloud and to understand the meaning of new words they meet • Use a hyphen to join a prefix to a root word • Add suffixes beginning with vowel letters to words ending in - fer • Gain further knowledge of homophones and other words that are often confused • Further develop the use of the hyphen to join a prefix to a root word • Read accurately words with silent letters whose presence cannot be predicted by the pronunciation of the word

		<p>automatically and without undue hesitation</p> <ul style="list-style-type: none"> Re-read these books to build up their fluency and confidence in word reading. 		
Comprehension	<ul style="list-style-type: none"> Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions Make comments about what they have heard and ask questions to clarify their understanding Offer explanations for why things might happen, making use of recently introduced vocabulary from stories, non-fiction, rhymes and poems when appropriate Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play. 	<ul style="list-style-type: none"> Develop pleasure in reading, motivation to read, vocabulary and understanding by: Listen to, discuss and express 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 Discuss the sequence of events in books and how items of information are related Become increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales Be introduced to non-fiction books that are structured in different ways Recognise simple recurring literary language in stories and poetry Discuss and clarifying the meanings of words, linking new meanings to known vocabulary Discuss their favourite words and phrases Continue to build up a repertoire of poems learnt by 	<ul style="list-style-type: none"> Develop positive attitudes to reading and understanding of what they read by: Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and textbooks Read books that are structured in different ways and reading for a range of purposes Using dictionaries to check the meaning of words that they have read Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally Identify themes and conventions in a wide range of books Prepare poems and play scripts to read aloud and to perform, improve intonation, tone and volume Discuss words and phrases that capture the reader's interest and imagination Recognise some different forms of poetry [for example, free verse, narrative poetry] Understand what they read, in books they can read independently, by: 	<ul style="list-style-type: none"> Pupils should be taught to: maintain positive attitudes to reading and understanding of what they read by: Continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or text books 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 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 Identifying and discussing themes and conventions in and across a wide range of writing Making comparisons within and across books Learning a wider range of poetry, by heart Preparing poems and plays to read aloud and perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

		<p>heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear</p> <ul style="list-style-type: none"> • Understand books that they can already read accurately and fluently and those that they listen to by: • Draw on what they already know or on background information and vocabulary provided by the teacher • Check that the text makes sense to them as they read and correcting inaccurate reading 	<ul style="list-style-type: none"> • Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context • Ask questions to improve their understanding of a text • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predict what might happen from details stated and implied • Identify main ideas drawn from more than one paragraph and summarising these • Identify how language, structure, and presentation contribute to meaning • Retrieve and record information from non-fiction 	<ul style="list-style-type: none"> • Understand what they read by: • Checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context • 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 justifying inferences with evidence • Predicting what might happen from details stated and implied • Summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas • 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 • Distinguish between statements of fact and opinion • Retrieve, record and present information from non-fiction • Participate in discussions about books that are read to them and those they can read for themselves, building on their own and others ideas and challenging views
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				<p>courteously</p> <ul style="list-style-type: none">• Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary• Provide reasoned justifications for their views
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St Joseph's RC Primary School

Reading End Points

Reception

Reading	<ul style="list-style-type: none"> Say a sound for each letter in the alphabet and at least 10 digraphs; Read words consistent with their phonic knowledge by sound-blending; Read aloud simple sentences and books that are consistent with their phonic knowledge, including some common exception words. 	Comprehension	<ul style="list-style-type: none"> Demonstrate understanding of what has been read to them by retelling stories and narratives using their own words and recently introduced vocabulary; Anticipate - where appropriate - key events in stories; Use and understand recently introduced vocabulary during discussions about stories, non-fiction, rhymes and poems and during role-play.
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*RWI: Set 1

*RWI: Set 1/ Blending/ Ditties

*RWI: Set 2/ Red Ditties

*RWI: Set 2/ Red moving to Green

*RWI: Green

*RWI: Purple/Pink

Year 1

Word Reading	<ul style="list-style-type: none"> -Responds speedily with the correct sound to graphemes for all 40+ phonemes -Reads aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words Blends sounds in unfamiliar words containing GPCs that have been taught. Develops fluency through re-reading books. -Reads common exception words, noting unusual correspondences between spelling and sound and where these occur in the word. -Reads words containing taught GPCs and -s, -es, -ing, -ed, -er and -est endings -Reads words with contractions 	Comprehension	<p>Reading is seen as a pleasurable activity and demonstrates this by:</p> <ul style="list-style-type: none"> - listening to and discussing a wide range of poems, stories and non fiction at a level beyond that at which they can read independently - becoming very familiar with key stories and being able to retell them. <p>Can recite some simple poems by heart. Discusses word meanings, linking new meanings to those already known. Understands both the books they can already read accurately and fluently and those they listen to by:</p> <ul style="list-style-type: none"> - Checking that the text makes sense to them as they read and self correct - Predicting what might happen on the basis of what has been read so far -making inferences Is able to discuss the significance of titles and events. <p>Understands the difference between fiction and non-fiction Participates in discussion about what is read to them, taking turns and listening to what others say</p>
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Year 2

Word Reading	<p>Decoding is established and a range of age-appropriate texts is read with consistent accuracy, fluency and confidence, sounding out unfamiliar words accurately, automatically and without undue hesitation. Decodes using alternative sounds for graphemes; words of two or more syllables; words with common suffixes; and most</p>	Comprehension	<p>Reading is seen as a pleasurable activity.</p> <p>Listens to, discusses and expresses 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. Discusses and clarifies the meanings of words, linking new meanings to known vocabulary.</p> <p>Continues to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear.</p>
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	common exception words, based on what has been taught. Re-reads books to build up fluency and confidence.		Understands both the books that they can already read accurately and fluently and those that they listen to by: <ul style="list-style-type: none"> - participating in discussions about books, poems and other works, explaining and discussing their understanding of these texts. Demonstrates knowledge of non-fiction books that are structured in different ways
Year 3			
Word Reading	Usually reads fluently, decoding most new words outside everyday spoken vocabulary. Can read longer words with support and tests out different pronunciations. Reads further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	Comprehension	Develops positive attitudes to reading and understanding of what they read by: <ul style="list-style-type: none"> - Reading accurately at speed to allow a focus on understanding rather than decoding individual words. Checks that the text makes sense by questioning unfamiliar words or phrases. <ul style="list-style-type: none"> - Reads aloud and performs, showing understanding through intonation, tone, volume and action. - Recognising some different forms of poetry [for example, free verse, narrative poetry] - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. - Discussing words and phrases that capture the reader's interest and imagination. - Using dictionaries to check the meaning of words that they have read. - Identifying conventions across familiar stories such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - Predicting what might happen from details stated and implied. - Drawing simple inferences such as inferring characters' feelings. - Retrieving and recording information from non-fiction, using contents pages to locate information
Year 4			
Word Reading	Reads most words effortlessly and attempts to decode	Comprehension	Develops positive attitudes to reading and understanding of what they

	<p>unfamiliar words with increasing automaticity. Reads further exception words, noting the usual correspondences between spelling and sound where these occur in the word.</p>		<p>read by:</p> <ul style="list-style-type: none"> - Confidently reading aloud and performing with clear intonation to show understanding. - When reading silently, checking that the text makes sense by questioning unfamiliar words or phrases. - Reading books that are structured in different ways and reading for a range of purposes. - Beginning to choose from a wider range of books including new authors not previously chosen. - Widening the recognition of a variety of genre such as first person writing for diaries and numbering for instructions. Understand what they read, in books they can read independently, by: <ul style="list-style-type: none"> - Discussing the style and type of vocabulary used by the author to support comprehension of texts. - Identifies main ideas drawn from more than one paragraph and summarises these. - Drawing inferences from characters feelings, thoughts and motives that justifies their actions and supports these views with evidence from the text. - Justifying predictions with evidence from the text. - Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or text books. Uses dictionaries to check the meaning of words they have read. Confidently records and retrieves information from non-fiction using contents and indexes. - Recognising an increasing range of different forms of poetry.
Year 5			
Word Reading	<p>Reads fluently, confidently and independently using strategies to work out any unfamiliar word and applying a growing knowledge of root words, prefixes and suffixes (morphology and etymology).</p>	Comprehension	<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Frequently choosing to read for enjoyment both fiction and nonfiction. - Recommending books to others based on own reading experiences. - Demonstrating appropriate intonation, tone and volume when reading

			<p>aloud to make the meaning clear to the audience.</p> <ul style="list-style-type: none"> - Demonstrating an increasing familiarity with a wide range of books from different genres. - Checking understanding using a range of comprehension strategies, explaining and discussing their understanding of what they have read independently. - Understanding the conventions of different types of writing, using some technical terms when discussing texts. - In using non-fiction, accurately retrieving information using contents pages and indexes, summarising and recording information found. - Recognising themes and making comparisons of characters, settings, themes and other aspects within a text. - Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence and making predictions based on these that are stated and implied. <p>Summarising the main ideas drawn from longer texts, identifying key details that support the main idea.</p>
Year 6			
Word Reading	Fluently and effortlessly reads a wide range of age appropriate texts. Determines the meaning of new words by applying knowledge of the root words, prefixes and suffixes (morphology and etymology).	Comprehension	<p>Develops positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> - Frequently choosing to read for enjoyment both fiction and non-fiction. - Adapting and demonstrating appropriate intonation, tone and volume when reading aloud, to suit the audience. - Demonstrating a familiarity with a wide range of books and texts, recommending books to others based on own reading preferences, giving reasons for choice. - Learning a wide range of poetry by heart. - Exploring the meaning of words, drawing on contextual evidence and being able to explain how language, structure and presentation can contribute to the meaning of a text. - Commenting on how language, including figurative language, is used to contribute to meaning. - Asking questions about a text, e.g. context and comparison with other

			<p>texts.</p> <ul style="list-style-type: none"> - Drawing inference from a wide range of texts (e.g. plays, Novels, biographies), inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence. Making predictions based on details stated and implied. - Distinguishing independently between statements of fact and opinion. - In non-fiction, retrieving records and presents information to other readers both formally and informally. - Identifying key details that support main ideas, précising paragraphs and summarising content drawn from longer texts. - Explaining and discussing their understanding of what they have read independently or texts that have been read to the individual. e.g. through formal presentations and debates
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