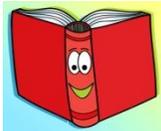
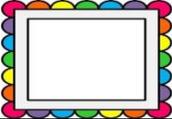


# Reading Skills Progression across Leigh and Bransford Primary School

|                             | Early Years  | 1   | 2  | 3   | 4   | 5   | 6  |
|-----------------------------|--|---|--|---|---|---|--|
| <b>Word Reading</b>         | <p>Work through Phase 2, 3 and 4 of Letters and Sounds</p> <p>Read cvc words by decoding and blending</p> <p>recognise phonemes, digraphs, trigraphs from phase 2 and 3 within words and blend within words</p> <p>Read polysyllabic words using these phonemes by splitting up the word into shorter sections</p> <p>Read cvcc cvcc and other words involving 4 or 5 phonemes by blending</p> <p>Read by sight all tricky words from phase 2,3 and 4 and recognise them within sentences.</p> | <p>Read cvc, ccvc and cvcc words without sounding out</p> <p>recognise phonemes, digraphs, trigraphs and split digraphs from phase 3 and 5 and blend within words</p> <p>recognise that each phoneme can be written in the text as a range of different graphemes</p> <p>recognise and read by sight the Yr 1 common exception words</p> <p>read more complex words by using the pictures/images for clues</p> <p>split up compound words into two syllables to read by decoding</p> <p>reread sentences to check which word makes sense in context</p> <p>Read word endings that add to a root word.</p> | <p>Read words without overtly decoding and blending</p> <p>recognise phonemes, digraphs, trigraphs and split digraphs within words and blend within words</p> <p>recognise and read by sight the Yr 2 common exception words</p> <p>Read multisyllabic words- split up words into syllables to read parts of words by decoding</p> <p>reread sentences to check which word makes sense in context</p> <p>use vowel sounds as letter sound and letter name to decode accurately</p> <p>Read irregular graphemes for regular phonemes e.g. ay = neigh, eight</p> <p>Read all suffixes that are added to root words</p> | <p>Read fluently and apply phonic skills quickly and accurately if encountering a word that is unfamiliar so it doesn't detract from the fluency of reading.</p> <p>Use all reading tips from lower years to maintain fluency when reading.</p> <p>Begin to recognise some of the common exception words for Year3/4.</p> | <p>Read fluently and apply phonic skills quickly and accurately if encountering a word that is unfamiliar so it doesn't detract from the fluency of reading.</p> <p>Use all reading tips from lower years to maintain fluency when reading.</p> <p>Read all of the common exception words for Year3/4 by sight.</p> | <p>Read fluently and apply phonic skills quickly and accurately if encountering a word that is unfamiliar so it doesn't detract from the fluency of reading.</p> <p>Use all reading tips from lower years to maintain fluency when reading.</p> <p>Begin to recognise some of the common exception words for Year5/6.</p> | <p>Read fluently and apply phonic skills quickly and accurately if encountering a word that is unfamiliar so it doesn't detract from the fluency of reading.</p> <p>Use all reading tips from lower years to maintain fluency when reading.</p> <p>Read all of the common exception words for Year 5/6 by sight.</p> |
| <b>Reading for Pleasure</b> | <p>Chooses from a range of books and enjoys turning pages and looking at pictures.</p> <p>Choose a book from how it looks on the front cover.</p>  | <p>Select books for personal reading and give reasons for choices.</p> <p>Select books to read and listen to.</p>   | <p>Read and listen to whole books, make choices for their personal reading</p> <p>Make choices from a selection of texts to hear and to read themselves.</p>   | <p>Sustain their reading for enjoyment and to find out</p> <p>Extend the range of books read by browsing and selecting texts, including poetry, to read independently.</p>  | <p>Read independently</p> <p>complete short texts and sections from information books</p> <p>Develop their reading stamina as they read longer texts .</p>  | <p>Listen to texts read to them.</p> <p>Read favourite authors and choose books to read on the recommendation of others</p> <p>Plan personal reading goals which reflect their interests and extend their range</p>   | <p>Listen to texts read to them and sustain their reading of longer and more challenging texts</p> <p>Develop their reading stamina and complete the independent reading of some longer texts.</p>   |
| <b>Discussing Texts</b>     | <p>Discuss why they have chosen a book to read/look at.</p>  | <p>Discuss books they like and give reasons for choices</p> <p>Discuss the story and illustrations in a book they have just read</p>  | <p>Justify their choices of books and their preferences from the books they have read or have had read to them</p>   | <p>Discuss why they like particular books or authors with others, giving reasons</p>  | <p>Describe and review their own reading habits</p>   | <p>Talk about books referring to details and examples in the text</p>   | <p>Discuss their personal reading with others and articulate their personal response to their reading, identifying how and why a text affects the reader</p>   |
| <b>Background Knowledge</b> | <p>Links simple events from the story/information to similar common things that they have experienced.</p>    | <p>Think about what they know about events or topics prior to reading.</p>  | <p>Link the events or topic from a text to their own experience and/ or information they know.</p> <p>Recognise how books are</p>  | <p>Link the events or topic from a text to their own experience and/ or information gathered. Begin to make links to similar</p>  | <p>Link what they've read in a text to what they know, their experience and that of others, and their experience of reading similar texts.</p>  | <p>Use background knowledge or information about the topic or text type to establish expectations about a text. Compare what is</p>   | <p>Comment on what they have read and compare this to what they expected to read, e.g. in relation to events, ideas etc. Make</p>  |

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|  |  |   | similar to others they have read or heard.  | books they have read.   |   | read to what was expected.   | comparisons between a text and others they have read.   |
| <p><b>Stop and check, think and remember, Read it again</b></p>  | Recognise when a simple story is not making sense or the text does not match the illustration.   | Listen to their own reading, and that of others, and make a sense check at regular intervals, re-reading where necessary to regain understanding.   | Check that a text makes sense to them as they read, pausing when reading to check their understanding and, where necessary, re-reading to regain understanding. Stop and think about what they have read. Put what they've read or heard into their own words.  | Use contextual and grammatical knowledge, as well as background knowledge and understanding of word meanings, to make sense of what they have read. Put into their own words their understanding of what they have read. Identify where they don't understand what they've read, stop reading and take steps to fix the problem.  | Monitor their understanding of a text and take steps to retrieve the meaning if comprehension has been lost. Adapt reading strategies to the different sorts of text read and different purposes for reading.   | Develop an active attitude towards reading: seeking answers, anticipating events, empathising with characters and imagining events that are described. Apply the range of reading strategies to different reading tasks or circumstances, e.g. skimming a text to gain an overview, slow careful reading and re-reading to grapple with the meaning of a poem, presentation skills in order to perform it  | Link parts of a text together in order to understand how details or specific sections support a main idea or point. Accept uncertainty about the ideas or events described in a text where an author is deliberately obscuring the meaning . Make sensible decisions in order to read most effectively for a specific purpose, e.g. knowing when it is useful to gain an overview of a text and how best to do it, or identify which part of the text needs to be read more carefully to find particular information. |
| <p><b>Text structures, features and language</b></p>             | <p>Begin to use story language in their play</p> <p>Use puppets/small world play to tell simple narratives</p> <p>Know that books can give us information</p> <p>Join in with a simple rhyming poem when it is familiar to them</p> <p>Sing nursery rhymes and learn songs and rhymes on different topics.</p> | <p>Identify and compare basic story elements, e.g. beginnings and endings in different stories.</p> <p>Note some of the features of non-fiction texts, including layout, contents, use of pictures, illustrations and diagrams.</p> <p>Recite poems with predictable and repeating patterns, extending and inventing patterns and playing with rhyme.</p> | <p>Identify and discuss story elements such as setting, events, characters, and the way that problems develop and get resolved.</p> <p>Explain organisational features of texts, including headings and subheadings, alphabetical order, layout, diagrams, captions, hyperlinks and bullet points.</p> <p>Identify and discuss patterns of rhythm, rhyme, and other features which influence the sound of a poem.</p> | <p>Investigate the features of traditional stories – openings and endings, how events and new characters are introduced, how problems are resolved.</p> <p>Explain how the organisational features of non-fiction texts support the reader in finding information or researching a topic.</p> <p>Distinguish between rhyming and non-rhyming poetry and comment on the impact of the poem's layout.</p> | <p>Explore narrative order (introduction, build up, crisis, resolution, and conclusion) and how scenes are built up and concluded through description, action and dialogue.</p> <p>Identify the main features of non-fiction texts (both print and computer based) including headings, captions, lists, bullet points and understand how these support the reader in gaining information efficiently.</p> <p>Identify different patterns of rhyme and verse in poetry, e.g. choruses, rhyming couplets, alternate line rhymes and read these aloud effectively.</p> | <p>Compare the structure of different stories to discover how they differ in pace, build up, sequence, complication and resolution.</p> <p>Identify the features of different non-fiction text, including content, structure, vocabulary, style, layout and purpose, e.g. recounts, instructions, explanations, persuasive writing and argument.</p> <p>Read poems by significant poets and identify what is distinctive about the style or presentation of their poems.</p> | <p>Understand aspects of narrative structure, e.g. how paragraphs build up a narrative, how chapters or paragraphs are linked together.</p> <p>Understand how writers use the features and structure of information texts to help convey their ideas or information.</p> <p>Analyse how the structure or organisation of a poem supports the expression of moods, feelings and attitudes.</p>   |
| <p><b>Predict</b></p>    | <p>Use the illustrations to predict what may happen in the story</p> <p>Use past, present and future forms accurately when discussing stories.</p>   | <p>Use titles, cover pages, pictures and opening sections of texts to predict the content of unfamiliar stories and non-fiction texts.</p> <p>Make predictions based on</p>   | <p>Make plausible predictions showing an understanding of the ideas, events or characters they are reading about.</p> <p>Use immediate clues and</p>  | <p>Predict from what they have read or had read to them how incidents, events, ideas or topics will develop or be concluded</p> <p>Update and modify</p>  | <p>Make predictions about a text based on prior knowledge of the topic, event or type of text.</p> <p>Modify predictions as they read on.</p>   | <p>Learn to anticipate events based on their own experience, what has been read so far and knowledge of other similar texts.</p> <p>Discuss the plausibility of</p>  | <p>Make predictions, discussing the reasoning behind them, drawing on their knowledge of the world, from reading other similar texts and what they read earlier in the text.</p>  |

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|   |   | clues such as pictures, illustrations, titles.  | what they have read already to make predictions about what is going to happen or what they will find out.   | predictions about the events, characters or ideas in a text on a regular basis throughout their reading.   | Use information about characters to make plausible predictions about their actions.  | their predictions and the reason for them. Make regular and increasingly plausible predictions as they read, modifying their ideas as they read the next part of the text.  | Compare their predictions with the events that occurred and consider why their predictions were accurate, plausible, or off the mark.<br><br>Make plausible predictions and explain what they are basing them on. Discuss how and why they need to modify their predictions as they read on.   |
| <b>Visualise</b><br><br>                          | With support, children can identify the main events in a story and enact stories, using this as the basis for further imaginative play.           | Visualise what they have been reading, e.g. through drawing or acting out.  | Use illustrations and simple formats such as flow charts or diagrams to re-present and explain a process or a series of events.   | Re-present information gathered from a text as a picture or graphic, labelling it with material from the text.   | Visualise the information they have read about, e.g. by mapping, illustrating, representing information graphically, and acting out. Use information from the text to justify their visual representations.  | Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.   | Re-present information from a text graphically. Comment on the illustrations and graphic representations they encounter in texts, linking their comments back to the text itself.  |
| <b>Make connections, search for clues</b><br><br> | Develop their own narratives and explanations by connecting ideas or events to well-known stories or information from their background knowledge. | Speculate about characters from what they say and do, e.g. when role playing parts or reading aloud. Discuss what is suggested about a character from the way or how he/ she speaks. Discuss and compare events or topics they have read about or have listened to. | Make inferences about characters from what they say and do, focusing on important moments in a text. Identify, collect and compare common themes in stories and poems. Make comparisons of characters and events in narratives. Compare the information about different topics in non-fiction texts.                  | Understand how what a character says or does impacts on other characters, or on the events described in the narrative. Infer characters' feelings in fiction. Make comparisons between events in narrative or information texts on the same topic or theme.  | Deduce the reasons for the way that characters behave from scenes across a short story. Collect information to compare and contrast events, characters or ideas.   | Understand what is implied about characters and make judgements about their motivations and attitudes from the dialogue and descriptions. Make comparisons between the ways that different characters or events are presented.  | Understand what is implied about characters through the way they are presented, including through the use of a narrator or narrative voice, explaining how this influences the readers' view of characters. Make comparisons and draw contrasts between different elements of a text and across texts.   |
| <b>Ask a question</b><br><br>                   | They answer 'how' and 'why' questions about their experiences and in response to stories or events.   | Ask questions about aspects of a text they don't understand. Ask questions to explore what characters say and do. Pose questions and use a text to find answers.  | Ask questions about a text to ensure they understand events or ideas in a text. Ask questions to understand more about characters and events in narrative or the topic in non-fiction. Pose and record questions prior to reading to find something out. Ask follow up questions about the topics they've read about. | Ask questions to clarify the meaning of events or ideas introduced or explored in a text that they don't understand. Ask questions to develop understanding of characters' feelings and actions, or to understand significant details about a topic. Prepare and list questions as the basis for enquiry and decide which are the most | Ask questions to explore meanings and explanations of the events or ideas introduced or developed in a text. Ask questions to clarify their understanding of what is implied about main ideas, themes and events in texts they have read. Prepare for and carry out factual research by reviewing what is known, what needs to be found out, | Identify aspects of a text they are not clear about. Ask questions to clarify their understanding or research the topic to find out more. Recognise where they don't understand why something happens in a text and ask questions to clarify their understanding. Prepare for research by identifying what they already know and what they need to find out. Plan their | Identify where they do not fully understand a text. Ask effective questions that will help them clarify their understanding of the text or the topic they are researching. Ask questions to clarify and explore their understanding of what is implied in the text . Locate resources for a specific research task, identifying key questions to |

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|  |   |  |  | important to follow up  | what resources are available and where to search.   | inquiry or research in the light of these questions. Adapt their questions as they read.   | be investigated, the usefulness of the information source, and deciding how best to record and present the information. Refine research questions in the light of initial findings.  |
| <p>Explore vocabulary</p>    | <p>Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. Shows an interest in new words and what they mean.</p> | <p>Make collections of interesting words and use them when talking about books and stories. Speculate about the possible meanings of new or unfamiliar words met in reading. Explain the meaning of the words they meet in a text.</p> | <p>Develop understanding of words met in reading. Speculate about the possible meaning of unfamiliar words they have read. Learn how to find the meaning of an unfamiliar word where this is explained in preceding or subsequent sentences or in a glossary. Check whether a suggested meaning of an unfamiliar word makes sense in the context of the passage.</p> | <p>Identify where an author uses alternatives and synonyms for common or over used words and speculate about the shades of meaning implied. Practise re-reading a sentence and reading on in order to locate or infer the meaning of unfamiliar words. Discuss unfamiliar words and their possible meaning to clarify their understanding of a sentence or passage.</p> | <p>Consider a writer's use of specific and precise nouns, adjectives, verbs and adverbs and discuss the meanings conveyed. Investigate the meaning of technical or subject specific words they meet in their reading. Identify unfamiliar vocabulary in a text and adopt appropriate strategies to locate or infer the meaning, including re-reading surrounding sentences and/ or paragraphs to identify an explanation or develop a sensible inference. (E.g. by identifying root words and derivatives, using the context and syntax, or using aids such as glossaries or dictionaries.) Identify where unfamiliar words are not explained in the text and where a dictionary needs to be used to understand them.</p> | <p>Distinguish between everyday word meanings and their subject specific use, e.g. the specific meaning of <i>force</i> in scientific texts. Identify when they do not understand the vocabulary used in a text and need to clarify the meaning. Give increasingly precise explanations of word meanings that fit with the context of the text they are reading. Check the plausibility and accuracy of their explanation or inference of the word meaning</p> | <p>Collect unfamiliar vocabulary from texts they have read, define meanings and use the vocabulary when recording ideas about the text. Collect and define technical vocabulary met in other subjects, e.g. developing subject or topic glossaries. Check the plausibility and accuracy of their explanation of, or inference about, a word meaning. Identify when they do not understand the vocabulary used in a text and apply appropriate strategies to clarify the meaning.</p> |
| <p>Summarise the text</p>  | <p>They demonstrate understanding when talking with others about what they have read.</p>   | <p>Explain clearly their understanding of what is read to them.</p>  | <p>Retell a story giving the main events. Retell some important information they've found out from a text. Draw together information from across a number of sentences to sum up what is known about a character, event or idea.</p>   | <p>Retell main points of a story in sequence. Identify a few key points from across a non-fiction passage. Make brief summaries at regular intervals when reading.</p>  | <p>Summarise a sentence or paragraphs by identifying the most important elements. Make brief summaries at regular intervals when reading, picking up clues and hints as well as what is directly stated.</p>  | <p>Make regular, brief summaries of what they've read, identifying the key points. Summarise a complete short text or substantial section of a text. Summarise what is known about a character, event or topic, explain any inferences and opinions by reference to the text.</p>  | <p>Make regular, brief summaries of what they've read, linking their summary to previous predictions about the text. Update their ideas about the text in the light of what they've just read. Summarise 'evidence' from across a text to explain events or ideas. Summarise their current understanding about a text</p>  |

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| Text Marking | Find and underline taught graphemes in words – digraphs and trigraphs. Locate full stops, capital letters and exclamation marks within texts. | Mark significant incidents in a story or information in a non-fiction text. Find and underline new taught graphemes in words –digraphs and trigraphs. Locate full stops, capital letters, exclamation marks and question marks within texts and discuss how they affect the reading. | Make simple notes on a text- underlining key words or phrases, adding headings, predictions made, questions marks when not understood. | Mark a text to identify unfamiliar words and ideas to be clarified or explored in discussion and subsequent re-reading<br>Read and identify the main points or gist of the text, e.g. underlining or highlighting key words or phrases, listing key points, or marking important information. | Mark texts to identify vocabulary and ideas which they need to clarify. Mark a text by highlighting or adding headings, underlining or noting words or sentences, and adding notes where helpful. | Annotate a text to identify key information or identify elements they don't understand or want to revisit or explore further. Note key points of what has been read relating to expert tips, using simple abbreviations, diagrams or other simple marking system. Use these as the basis of follow up and discussion if appropriate. | at regular intervals. Identify and mark aspects of a text which are unclear in order to discuss or revisit on a second reading. As they read, identify, mark and annotate extracts which they think are significant to understanding characters, events or ideas or an author's point of view or use of language, adding a commentary where this is helpful |
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