

**St Dunstan’s RC Primary School**

**Reading Progression Document 2023 / 2024**

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| **End of Reception**  **Beginning of Year 1** |  | Pupils handle books correctly. .  Pupils listen attentively to texts that are read to them.  Pupils talk about familiar stories confidently and can retell them in sequence.  Pupils gain meaning from texts using words and illustrations, answering simple questions about texts.  Pupils read most CVC words automatically and sound and blend words containing taught sounds.  Pupils make simple predictions about stories |

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| **Year 1**  **By the end of year 1, pupils…..** | **Decoding/Reading Aloud** | **Reading Behaviour** | **Retrieval** | **Exploring and evaluating the author's language and viewpoint** | **Text structure and themes** | **Deduction and inference** |
| read contracted forms of some words  blend adjacent consonants in words in a range of combinations (e.g. CVCC, CCVC, CCVCC, CCCVC, CCCVCC)  read aloud showing some awareness of punctuation  develop an awareness of when reading doesn't make sense, and begin to correct their reading  begin to build up a repertoire of poems learnt by heart read using their phonic knowledge and skills to decode words  read accurately by blending the sounds in words  read words of two or more syllables containing known graphemes  read words containing common suffixes (e.g. -ing, -ed,-ful, -y)  read some common exception words including some of the Y1/2 list | | listen to, begin to discuss and express views about a wide range poetry, stories and non-fiction which are read to them  talk about texts, expressing their opinions about what they like and dislike in stories, poems and nonfiction texts  become familiar with and retell a range of stories  ask and answer questions about a text as they read  re-read books to build up fluency and confidence in reading | retell well-known stories in sequence (significant events)  answer simple questions and find information in response to questions about a text  retell unfamiliar stories, giving the main events (beginning, middle and end)  locate specific information on a given page in response to a question | begin to recognise simple recurring literary language in stories and poetry  discuss their favourite words and phrases  notice unfamiliar and interesting words | have an awareness of nonfiction books that are structured in different ways  recognise a range of patterns in stories, poems and nonfiction texts (familiar story openings, layout features)  begin to distinguish between fiction and non-fiction  discuss how items of information are related in a non-fiction text | make plausible predictions about the characters of unknown stories using their knowledge of the story and their own experiences  express opinions about main characters and events in stories  comment on obvious characteristics and actions of characters in stories  use growing vocabulary to establish meaning when reading aloud |

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| **End of Year 1**  **Beginning of Year 2** |  | Pupils use a wide range of phonic knowledge to decode and blend unfamiliar words.  Pupils read most common exception words (e.g. he, they, I, the, were, are, so, do, was etc).  Pupils read an increasing quantity of words automatically and fluently.  Pupils talk about texts by retelling stories, predicting events, answering simple literal questions and expressing basic opinions. |

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| **End of Year 1**  **Beginning of Year 2** |  | Pupils use a wide range of phonic knowledge to decode and blend unfamiliar words.  Pupils read most common exception words (e.g. he, they, I, the, were, are, so, do, was etc).  Pupils read an increasing quantity of words automatically and fluently.  Pupils talk about texts by retelling stories, predicting events, answering simple literal questions and expressing basic opinions. |

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| **Year 2**  **By the end of year 2, pupils…..** | **Decoding/Reading Aloud** | | | **Reading Behaviour** | **Retrieval** | **Exploring and evaluating the author's language and viewpoint** | **Text structure and themes** | **Deduction and inference** | |
| Identify when reading doesn't make sense, self-correcting in order to make sense of it.  decode automatically so that greater attention can be paid to gaining meaning from texts  read aloud with punctuation (. ? !) and some expression  continue to build a repertoire of learnt poems, beginning to recite some using appropriate intonation  read using their phonic knowledge and skills to decode words  read words of two or more syllables accurately  containing known graphemes  read words with common suffixes and contractions  read all high frequency words up to and including the Y1/2 word list  read most words quickly and  accurately, without overt sounding and blending | | | | listen to, discuss and express views about a wide range of poetry, stories and non-fiction which are read to them  are increasingly familiar with and are able to retell a wide range of stories, fairy stories and traditional tales.  talk about texts that they have read, or that have been read to  them, taking turns and listening to others' opinions  ask themselves simple  questions as they read to deepen their understanding of  the textre-read books to build up fluency and confidence in word  reading | discuss the sequence of events in books and how items of  information are related (e.g. cause and effect, patterns in  story)  can locate specific information from non-fiction texts using the  layout to help (e.g. contents page, index)  can summarise a story giving the main points in sequence  can find answers to questions (written and oral) after reading  a text | recognise simple recurring literary  language in stories and poetry  discuss their favourite words and phrases in a text  discuss how different words and phrases affect meaning, including some literary techniques (e.g.  repetition and alliteration) | are familiar with books that are structured in different ways  can recognise patterns in texts (e.g. poems, story openings, use of repetition)  recognise simple common features of non-fiction texts  can identify similarities and differences between texts in terms of characters, settings and simple themes  can distinguish between  fiction and non-fiction | begin to use contextual  clues to clarify the  meanings of new words  (using suffixes/root  words/pictures)  make predictions about  what might happen next  using a range of clues  (book title, blurb and  personal experience)  provide simple explanations for events, sometimes using clues in the story  begin to read between the lines in a story to find reasons to discuss  thoughts, feelings and  actions. | |
| **End of Year 2**  **Beginning of Year 3** | |  | Pupils read most words fluently and accurately without the need for decoding and blending.  Pupils read aloud with some expression, taking basic punctuation into account.  Pupils identify when reading doesn't make sense and attempt to try again in order to gain meaning from a text.  Pupils gain meaning from texts through a widening vocabulary.  Pupils make predictions about texts.  Pupils summarise a story clearly in sequence.  Pupils know the difference between fiction and non-fiction. | | | | | |

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| **End of Year 2**  **Beginning of Year 3** |  | Pupils read most words fluently and accurately without the need for decoding and blending.  Pupils read aloud with some expression, taking basic punctuation into account.  Pupils identify when reading doesn't make sense and attempt to try again in order to gain meaning from a text.  Pupils gain meaning from texts through a widening vocabulary.  Pupils make predictions about texts.  Pupils summarise a story clearly in sequence.  Pupils know the difference between fiction and non-fiction. |

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| **Year 3**  **By the end of year 3, pupils…..** | **Decoding/Reading Aloud** | **Reading Behaviour** | **Retrieval** | **Exploring and evaluating the author's language and viewpoint** | **Text structure and themes** | **Deduction and inference** |
| begin to apply their knowledge of  root words, prefixes and suffixes to read aloud and to understand the meaning of new words  can read all of the Year 1/2 exception words and some of the Year 3/4 exception words  read aloud fairly fluently showing understanding through expression and intonation, taking punctuation into account (inc. some commas and inverted commas)  read independently using a range of strategies e.g. self-correcting, clarifying, summarising, using dictionaries to help them understand the text  prepare poems and play scripts to read aloud and to perform, beginning to show understanding  through intonation, tone, volume and action | | listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks  read books that are structured in different ways and read for a range of purposes  increase their familiarity with a wide range of books, including fairy  stories, myths and legends, and retell some of these orally.  discuss books that are read to them and those they can read for  themselves, including the works of  established authors taking turns and  listening to what others say  begin to use dictionaries to check the meaning of words that they have  read  begin to ask themselves questions to improve their understanding of a text  make choices about which texts to read, expressing preferences and making comparisons  check that texts make sense to them as they read and discuss their  understanding | begin to skim read texts to gather main ideas of a text  summarise the main points in a text  begin to scan texts to find specific information  quote directly from the text to answer simple questions  begin to use text marking techniques to support retrieval | identify author's choice of language to create images and to build tension  identify the language the author has chosen to capture the reader's  interest  choose favourite words and phrases from texts and  justify their opinions | begin to use knowledge of text structure to locate information  (headings/paragraphs)  understand the purposes of paragraphs and chapters  identify some differences between the features of non-fiction text types  identify some  straightforward underlying themes in a text | make plausible predictions  about what might happen from clues in the text based on personal experience or  clues in a text  explain how and why main characters act using evidence from the text  explore potential meanings of unfamiliar words based on the context  identify reasons for actions and events based on evidence in the text  begin to empathise with  different characters to explain how they are acting or feeling  begin to use clues from  action, description and  dialogue to establish  meaning  begin to work out the  meaning of unfamiliar words from the context |

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| **End of Year 3**  **Beginning of Year 4** |  | Pupils use a range of strategies to establish meaning from texts.  Pupils read aloud with intonation and expression, taking into account most punctuation and dialogue.  Pupils offer explanations and opinions using evidence from the text.  Pupils identify some aspects of author's intent (e.g. structure/language choices).  Pupils identify a range of non-fiction text types and purpose. |

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| **End of Year 3**  **Beginning of Year 4** |  | Pupils use a range of strategies to establish meaning from texts.  Pupils read aloud with intonation and expression, taking into account most punctuation and dialogue.  Pupils offer explanations and opinions using evidence from the text.  Pupils identify some aspects of author's intent (e.g. structure/language choices).  Pupils identify a range of non-fiction text types and purpose. |

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| **Year 4**  **By the end of year 4, pupils…..** | **Decoding/Reading Aloud** | **Reading Behaviour** | **Retrieval** | **Exploring and evaluating the author's language and viewpoint** | **Text structure and themes** | **Deduction and inference** |
| apply their knowledge of root words, prefixes and suffixes to read aloud and understand the meaning of new words  can read almost all of the Year 3/4 exception words  read aloud fluently with intonation and expression, taking into account presentational devices such as capital letters or italics and almost all punctuation  (including ellipsis, brackets, dashes)  read confidently and independently using a range of strategies e.g. self-correcting, clarifying, summarising, questioning  prepare poems and play scripts to read aloud and to perform, showing understanding through  intonation, tone, volume and action | | listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.  read books that are structured in different ways and read for a range of purposes.  increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retell some of these orally.  discuss books that are read to them and those they can read for themselves, including the works of established  authors taking turns and listening to what others say  use dictionaries to check the meaning of words that they have read  begin to ask relevant questions to improve their understanding of a text  check that texts make sense to them as they read (using think out loud strategies) and discuss their understanding | skim read texts to gather the main ideas of a text  identify main ideas drawn from more than one paragraph and summarising these  scan texts to find specific information  Refer to the text to support opinions and predictions and  begin to quote directly from texts  begin to use text marking techniques to support retrieval | discuss words and phrases that  capture the reader’s interest and  imagination  identify author's deliberate language choices and begin to  evaluate the effect of this  explore the effects of different words to create images (e.g.  powerful verbs, similes)  begin to explore how the author uses language to affect/manipulate the reader | recognise some different forms of poetry (e.g. free  verse, narrative poetry)  use knowledge of text  structure to locate information  (headings/paragraphs)  identify the ways in which paragraphs are linked (e.g. use of pronouns).  identify some differences between fiction genres  compare structure of different stories to discover how they  differ in pace (e.g. build up, resolution)  begin to identify themes and conventions in a wider range of texts | make appropriate  predictions using clues in the text  begin to infer meaning, character's feelings and  motivations from actions, description and dialogue  begin to work out the  meaning of unfamiliar words from the context  begin to explore potential alternatives in stories  begin to explain different characters' points of view |

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| **End of Year 4**  **Beginning of Year 5** |  | Pupils apply a range of strategies to establish meaning from texts, including skimming and scanning for clues, independently.  Pupils read aloud with expression and intonation taking punctuation into account.  Pupils summarise/explain the main points of text.  Pupils use knowledge of text structures to locate key information.  Pupils refer to specific parts of texts to support ideas and opinions.  Pupils make simple inferences and interpretations based on clues from the text.  Pupils recognise and discuss the work of some well known writers**.** |

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| **End of Year 4**  **Beginning of Year 5** |  | Pupils apply a range of strategies to establish meaning from texts, including skimming and scanning for clues, independently.  Pupils read aloud with expression and intonation taking punctuation into account.  Pupils summarise/explain the main points of text.  Pupils use knowledge of text structures to locate key information.  Pupils refer to specific parts of texts to support ideas and opinions.  Pupils make simple inferences and interpretations based on clues from the text.  Pupils recognise and discuss the work of some well known writers |

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| **Year 5**  **By the end of Year 5, pupils…..** | **Decoding/Reading Aloud** | **Reading Behaviour** | **Retrieval** | **Exploring and evaluating the author's language and viewpoint** | **Text structure and themes** | **Deduction and inference** |
| apply their knowledge of root words, prefixes and suffixes to read aloud and to understand  the meaning of new words  read aloud with pace, fluency and expression, taking into account a range of presentational devices  can read all Year 3/4 exception words and some of  the year 5/6 exception words  learn a range of poetry and plays by heart, beginning to prepare and perform these as  the author intended | | read a wide range of fiction, poetry, plays, non-fiction and reference book  increase their familiarity with a wide range of fiction: myths, legends,  traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures  discuss books with peers and share text recommendations  justify their reading preferences and  prepare short presentations/debates  on books they have read  read books that are structured in different ways and read for a range of purposes  ask appropriate questions as they read to improve their understanding  check that texts make sense to them as they read and discuss their  understanding (including using a  dictionary independently) | summarise the main points in a text, within and across paragraphs  locate and retrieve relevant information from different points in a text, across a range of texts  begin to make reference to the text in order to support predictions, thoughts and opinions to justify their opinions.  skim and scan to find key  information in texts  use text marking techniques independently to support retrieval  record key points in note form or write a short summary of a text | discuss literal and figurative language and their effect  explore how author uses language to affect the reader  identify the point of view from which a text is written  begin to identify use of irony, humour and the author's intent  discuss how an author builds a character through dialogue, description and action | begin to compare and  contrast different texts  (style/characters/plot)  identify some features of different fiction genres (e.g. fantasy/horror/adventure)  begin to compare the  structures and features of non-fiction texts  begin to identify how  structure and presentation  contribute to meaning (e.g. flashbacks,  comparing/contrasting in  non-fiction)  recognise and begin to evaluate text features in nonfiction (e.g. presentation and  layout) | explore a character's feelings and motives, using clues from  actions, dialogue and description to support their opinions  make predictions about events  in the text based on evidence  explore potential alternatives in  texts (e.g. different endings) referring to the text to justify  their ideas  use inference and deduction skills to discuss themes, moods, feelings and attitudes using clues from the text  begin to develop confidence reading between the lines in  order to explore layers of meaning    work out meaning of unfamiliar words from the context  distinguish between fact and opinion  begin to discuss, comment on and evaluate characters'  relationships with one another |

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| **End of Year 5**  **Beginning of Year 6** |  | Pupils clarify the meaning of words in different contexts.  Pupils skim and scan texts to identify and retrieve information.  Pupils identify and discuss a range of fiction genres and share views and recommendations.  Pupils compare and discuss information and ideas within and across texts.  Pupils use inference and deduction to explore plot, character and mood.  Pupils identify and discuss the use of imagery in texts.  Pupils justify and elaborate on thoughts and opinions using evidence from the text.  Pupils recognise the appeal of classic texts. |

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| **End of Year 5**  **Beginning of Year 6** |  | Pupils clarify the meaning of words in different contexts.  Pupils skim and scan texts to identify and retrieve information.  Pupils identify and discuss a range of fiction genres and share views and recommendations.  Pupils compare and discuss information and ideas within and across texts.  Pupils use inference and deduction to explore plot, character and mood.  Pupils identify and discuss the use of imagery in texts.  Pupils justify and elaborate on thoughts and opinions using evidence from the text.  Pupils recognise the appeal of classic texts. |

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| **Year 6**  **By the end of 6, pupils…..** | **Decoding/Reading Aloud** | **Reading Behaviour** | **Retrieval** | **Exploring and evaluating the author's language and viewpoint** | **Text structure and themes** | **Deduction and inference** |
| apply their knowledge of root words, prefixes and suffixes to read aloud and to understand  the meaning of new words  read aloud with pace, fluency and expression, considering presentation, author's intent and all punctuation  decode almost every word they encounter | | read a wide range of fiction, poetry,  plays, non-fiction and reference books  increase their familiarity with a wide range of fiction: myths, legends,  traditional stories, modern fiction,  fiction from our literary heritage, and books from other cultures  recommend books that they have read to their peers, giving reasons  for their choices  discuss books that have been read to them, or those that they have  read, building on their own and others’ ideas and challenging views  courteously  explain and discuss their understanding of what they have read, including through formal presentations and debates  learn a wider range of poetry and plays by heart, beginning to prepare and perform these as the author intended  read books that are structured in different ways and read for a range of purposes  check that texts make sense to them as they read and discuss their understanding (including using a  dictionary independently) | summarise main ideas drawn from more than one paragraph or  more than one text, identifying key details  make reference to the text in order to support predictions, thoughts and opinions to justify their opinions  skim and scan texts confidently for key information  retrieve information from a range of text types  use text marking techniques  independently to support  retrieval  record key points in note form or write a short summary of a text | identify how language, structure, and presentation contribute to meaning  discuss and evaluate how authors use language, including  figurative language, considering  the impact on the reader  identify and evaluate author's viewpoint in texts (bias in favour  of certain characters, opinions)  identify use of irony, humour and  the writer's intention (mockery, sarcasm)  Evaluate the success of texts they have read, through discussion of style, structure and language.  explore how the author uses language to affect the reader  evaluate how an author builds a  character through dialogue, description and action | identify key features of different fiction genres (e.g.  fantasy/horror/adventure)  dentify how structure and presentation contribute to meaning (e.g. flashbacks,  comparing/contrasting in non-fiction  confidently recognise and evaluate text features in nonfiction (e.g. presentation and  layout)  make comparisons within and across books (e.g. language, themes, characters, plot, style,  structure)  identify and discuss themes and  conventions in and across a wide range of texts  compare and contrast different texts (style/characters/plot)  compare the structures and features of non-fiction texts | explain a character's motives and feelings throughout a text and use evidence to support this  evaluate the relative importance of characters, events and  information in a text (e.g. if a character were not there, or acted differently)  make predictions about what might happen from details stated and implied  unpick layers of meaning in texts, considering the different interpretations of events and use of language  confidently read between the lines, using clues from action, dialogue and description to  interpret meaning  evaluate relationships between characters using evidence from  the text  work out meaning of unfamiliar words from the context  distinguish between fact and opinion where the distinction is less clear |

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| **End of Year 6**  **Beginning of Year 7** |  | Pupils work out the meaning of unknown words using a range of strategies. Pupils read aloud with appropriate pace and expression.  Pupils retrieve information from within and across texts to support ideas and opinions  Pupils understand how point of view impacts on the reader.  Pupils confidently infer and deduce meaning based on evidence from the text.  Pupils identify and explain the different structural devices and features a writer has used.  Pupils evaluate the relative importance of characters, events, or information. |