

 **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 wordsblend adjacent consonants in words in a range of combinations (e.g. CVCC, CCVC, CCVCC, CCCVC, CCCVCC)read aloud showing some awareness of punctuationdevelop an awareness of when reading doesn't make sense, and begin to correct their readingbegin 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 wordsread words of two or more syllables containing known graphemesread 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 themtalk about texts, expressing their opinions about what they like and dislike in stories, poems and nonfiction textsbecome familiar with and retell a range of storiesask 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 textretell 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 poetrydiscuss their favourite words and phrasesnotice unfamiliar and interesting words | have an awareness of nonfiction books that are structured in different waysrecognise a range of patterns in stories, poems and nonfiction texts (familiar story openings, layout features)begin to distinguish between fiction and non-fictiondiscuss 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 experiencesexpress opinions about main characters and events in storiescomment on obvious characteristics and actions of characters in storiesuse 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 textsread aloud with punctuation (. ? !) and some expressioncontinue to build a repertoire of learnt poems, beginning to recite some using appropriate intonation read using their phonic knowledge and skills to decode wordsread words of two or more syllables accuratelycontaining known graphemesread words with common suffixes and contractionsread all high frequency words up to and including the Y1/2 word listread most words quickly andaccurately, 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 themare 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 tothem, taking turns and listening to others' opinionsask themselves simplequestions as they read to deepen their understanding ofthe textre-read books to build up fluency and confidence in wordreading | discuss the sequence of events in books and how items ofinformation are related (e.g. cause and effect, patterns instory) can locate specific information from non-fiction texts using thelayout to help (e.g. contents page, index)can summarise a story giving the main points in sequencecan find answers to questions (written and oral) after readinga text | recognise simple recurring literarylanguage in stories and poetrydiscuss their favourite words and phrases in a textdiscuss 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 wayscan recognise patterns in texts (e.g. poems, story openings, use of repetition)recognise simple common features of non-fiction textscan identify similarities and differences between texts in terms of characters, settings and simple themescan distinguish betweenfiction and non-fiction | begin to use contextualclues to clarify themeanings of new words(using suffixes/rootwords/pictures)make predictions aboutwhat might happen nextusing a range of clues(book title, blurb andpersonal experience)provide simple explanations for events, sometimes using clues in the storybegin to read between the lines in a story to find reasons to discussthoughts, feelings andactions. |
| **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 ofroot words, prefixes and suffixes to read aloud and to understand the meaning of new wordscan read all of the Year 1/2 exception words and some of the Year 3/4 exception wordsread 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 textprepare poems and play scripts to read aloud and to perform, beginning to show understandingthrough 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 purposesincrease their familiarity with a wide range of books, including fairystories, myths and legends, and retell some of these orally.discuss books that are read to them and those they can read forthemselves, including the works ofestablished authors taking turns andlistening to what others saybegin to use dictionaries to check the meaning of words that they havereadbegin to ask themselves questions to improve their understanding of a textmake choices about which texts to read, expressing preferences and making comparisonscheck that texts make sense to them as they read and discuss theirunderstanding | begin to skim read texts to gather main ideas of a textsummarise the main points in a textbegin 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 tensionidentify the language the author has chosen to capture the reader'sinterestchoose favourite words and phrases from texts andjustify their opinions | begin to use knowledge of text structure to locate information(headings/paragraphs)understand the purposes of paragraphs and chaptersidentify some differences between the features of non-fiction text typesidentify somestraightforward underlying themes in a text | make plausible predictionsabout what might happen from clues in the text based on personal experience orclues in a textexplain how and why main characters act using evidence from the textexplore potential meanings of unfamiliar words based on the contextidentify reasons for actions and events based on evidence in the textbegin to empathise withdifferent characters to explain how they are acting or feelingbegin to use clues fromaction, description anddialogue to establishmeaningbegin to work out themeaning 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 wordscan read almost all of the Year 3/4 exception wordsread 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, questioningprepare poems and play scripts to read aloud and to perform, showing understanding throughintonation, 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 establishedauthors taking turns and listening to what others sayuse dictionaries to check the meaning of words that they have readbegin to ask relevant questions to improve their understanding of a textcheck 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 textidentify main ideas drawn from more than one paragraph and summarising thesescan texts to find specific informationRefer to the text to support opinions and predictions andbegin to quote directly from textsbegin to use text marking techniques to support retrieval | discuss words and phrases thatcapture the reader’s interest andimagination identify author's deliberate language choices and begin toevaluate the effect of thisexplore 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. freeverse, narrative poetry)use knowledge of textstructure to locate information(headings/paragraphs)identify the ways in which paragraphs are linked (e.g. use of pronouns).identify some differences between fiction genrescompare structure of different stories to discover how theydiffer in pace (e.g. build up, resolution)begin to identify themes and conventions in a wider range of texts | make appropriatepredictions using clues in the textbegin to infer meaning, character's feelings andmotivations from actions, description and dialoguebegin to work out themeaning of unfamiliar words from the contextbegin to explore potential alternatives in storiesbegin 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 understandthe meaning of new wordsread aloud with pace, fluency and expression, taking into account a range of presentational devicescan read all Year 3/4 exception words and some ofthe year 5/6 exception wordslearn a range of poetry and plays by heart, beginning to prepare and perform these asthe author intended | read a wide range of fiction, poetry, plays, non-fiction and reference bookincrease their familiarity with a wide range of fiction: myths, legends,traditional stories, modern fiction, fiction from our literary heritage, and books from other culturesdiscuss books with peers and share text recommendationsjustify their reading preferences andprepare short presentations/debateson books they have readread books that are structured in different ways and read for a range of purposesask appropriate questions as they read to improve their understandingcheck that texts make sense to them as they read and discuss theirunderstanding (including using adictionary independently) | summarise the main points in a text, within and across paragraphslocate and retrieve relevant information from different points in a text, across a range of textsbegin to make reference to the text in order to support predictions, thoughts and opinions to justify their opinions.skim and scan to find keyinformation in textsuse text marking techniques independently to support retrievalrecord key points in note form or write a short summary of a text | discuss literal and figurative language and their effectexplore how author uses language to affect the reader identify the point of view from which a text is writtenbegin to identify use of irony, humour and the author's intentdiscuss how an author builds a character through dialogue, description and action  | begin to compare andcontrast different texts(style/characters/plot)identify some features of different fiction genres (e.g. fantasy/horror/adventure)begin to compare thestructures and features of non-fiction textsbegin to identify howstructure and presentationcontribute to meaning (e.g. flashbacks,comparing/contrasting innon-fiction)recognise and begin to evaluate text features in nonfiction (e.g. presentation andlayout) | explore a character's feelings and motives, using clues fromactions, dialogue and description to support their opinionsmake predictions about eventsin the text based on evidenceexplore potential alternatives intexts (e.g. different endings) referring to the text to justifytheir ideasuse inference and deduction skills to discuss themes, moods, feelings and attitudes using clues from the textbegin to develop confidence reading between the lines inorder to explore layers of meaning work out meaning of unfamiliar words from the contextdistinguish between fact and opinionbegin 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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| **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 understandthe meaning of new wordsread aloud with pace, fluency and expression, considering presentation, author's intent and all punctuationdecode almost every word they encounter | read a wide range of fiction, poetry,plays, non-fiction and reference booksincrease their familiarity with a wide range of fiction: myths, legends,traditional stories, modern fiction,fiction from our literary heritage, and books from other culturesrecommend books that they have read to their peers, giving reasonsfor their choicesdiscuss books that have been read to them, or those that they haveread, building on their own and others’ ideas and challenging viewscourteouslyexplain and discuss their understanding of what they have read, including through formal presentations and debateslearn 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 purposescheck that texts make sense to them as they read and discuss their understanding (including using adictionary independently) | summarise main ideas drawn from more than one paragraph ormore than one text, identifying key detailsmake reference to the text in order to support predictions, thoughts and opinions to justify their opinionsskim and scan texts confidently for key informationretrieve information from a range of text typesuse text marking techniquesindependently to supportretrievalrecord key points in note form or write a short summary of a text | identify how language, structure, and presentation contribute to meaningdiscuss and evaluate how authors use language, includingfigurative language, consideringthe impact on the readeridentify and evaluate author's viewpoint in texts (bias in favourof certain characters, opinions)identify use of irony, humour andthe 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 readerevaluate how an author builds acharacter 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-fictionconfidently recognise and evaluate text features in nonfiction (e.g. presentation andlayout)make comparisons within and across books (e.g. language, themes, characters, plot, style,structure)identify and discuss themes andconventions in and across a wide range of textscompare 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 thisevaluate the relative importance of characters, events andinformation in a text (e.g. if a character were not there, or acted differently)make predictions about what might happen from details stated and impliedunpick layers of meaning in texts, considering the different interpretations of events and use of languageconfidently read between the lines, using clues from action, dialogue and description tointerpret meaningevaluate relationships between characters using evidence fromthe textwork out meaning of unfamiliar words from the contextdistinguish 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 opinionsPupils 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. |