St Dunstan's RC Primary School

Reading Progression Document

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

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

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.

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 text re-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.

	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.

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 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 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 use clues from action, description and dialogue to establish meaning begin to work out the meaning of unfamiliar words from the context

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.

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.

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	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)	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

	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			begin to identify themes and conventions in a wider range of texts	

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.

| 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 | 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 | 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) | 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, |

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)	retrieval record key points in note form or write a short summary of a text		recognise and begin to evaluate text features in nonfiction (e.g. presentation and layout)	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

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.

End of Year 5	Pupils clarify the meaning of words in different contexts.
	Pupils skim and scan texts to identify and retrieve information.
Beginning of Year 6	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.

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	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	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	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)	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

	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)	record key points in note form or write a short summary of a text	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 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	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

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.