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|  | **Progression in Reading – The Raleigh Hub** | | | | | | |
| *Reception* | *Year 1* | *Year 2* | *Year 3* | *Year 4* | *Year 5* | *Year 6* |
| ***Decoding / Word Reading*** | \*use phonic knowledge to decode regular words and read them aloud accurately  \*read and understand simple sentences  \*read some common irregular words | \*apply phonic knowledge to decode words  \*respond with the correct sound for graphemes for all 40+phonemes – including alternative sounds  \*read accurately by blending taught GPS  \*read common exception words eg: the, said, once, she, friend, school  \*read common suffixes -s, -es, - ing, -ed, -est  \*read multi-syllable words containing taught GPCs  \*read contractions such as I’m, can’t, we’ll.  \*Know that apostrophes represent omitted letters  \*read aloud phonically-decodable texts  \*read pseudo words with accuracy – including vowel digraphs and trigraphs | \*apply phonic knowledge and skills consistently to decode quickly and accurately  \*read accurately by blending, including alternative sounds for graphemes  \*read multi-syllable words containing these graphemes  \*read common suffixes such as: - ment, -less, -ness, -ful and -ly  \*read exception words, noting unusual correspondences (including words from the Y2 Spelling appendix such as because, beautiful, everybody, should, whole, parents, money)  \*read most words quickly and accurately without overt sounding and blending  \*read some phonically-decodable books with fluency, sound out unfamiliar words automatically  \*reread books to build up fluency and confidence | \*read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books - reading at a speed sufficient for them to focus on understanding with some support  \*read most common exception words by sight – including all those in the Y2 spelling appendix – noting unusual correspondence between spelling and sound  \*know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar or challenging words  \*determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg: disagree, misbehave, incorrect  \*prepare poems and scripts to read aloud/perform – show appropriate intonation and volume when reciting | \*read with fluency a range of age appropriate text types – including fairy stories, myths and legends, poetry, plays, non-fiction books – reading at a speed sufficient for them to focus on understanding  \*read most common exception words effortlessly – noting unusual correspondence between spelling and sound  \*know the full range of GPCs and use phonic skills consistently and automatically to address unfamiliar words with few errors  \*determine the meaning of new words by sometimes applying knowledge of root words and their affixes eg information, invasion, enclosure, mountainous  \*prepare poems and play scripts to read aloud and perform – demonstrating understanding by showing appropriate intonation and volume when reciting to  reading aloud | \*fluently and automatically read a range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books  \*determine the meaning of new words by applying morphological knowledge of root words and affixes eg: suspect/suspicious, change/changeable, receive/reception  \*know securely the different pronunciations of words with the same letter-string eg: bought, rough, cough, though, plough  \*use appropriate intonation, tone and volume when reciting or reading aloud to an audience with an intention to make the meaning clear | \*fluently and effortlessly read the full range of age-appropriate texts including both modern fiction and those from our literary heritage; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference or text books  \*determine the meaning of new words by applying morphological knowledge of root words and affixes eg: ambitious, infectious, observation, innocence  \*use appropriate intonation, tone and volume when reciting or reading aloud to an audience making the meaning clear by how they present the text |
| ***Range of reading*** |  | \*listen to and discuss a wide range of poems, stories and non- fiction at a level beyond that at which they can read independently  \*link what they read or hear read  to their own experiences | \*listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently | \*listen to, discuss and express views about a wide range of fiction, poetry and plays – sometimes at a level beyond that which they can read independently | \*listen to, discuss and express views about a wide range of fiction, poetry and plays – beginning to justify comments | \*read a growing repertoire of texts – both fiction and non- fiction | \*demonstrate a positive attitude by frequently reading a wide range of texts – both fiction and non-fiction |
| ***Familiarity with texts*** |  | \*become very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics  \*recognise and join in with predictable phrases | \*become increasingly familiar with and retell a wide range of stories, fairy stories and traditional tales  \*recognise simple recurring literary language in stories and poetry | \*identify themes and conventions in a range of books | \*identify themes and conventions in a range of books including the conventions of myths and play scripts and begin to make comparisons | \*be familiar with a range of text types including modern and traditional fiction; books from other cultures; myths, legends and traditional stories; poetry; plays; non-fiction and reference books  \*discuss and comment on themes and conventions in various genres | \*demonstrate familiarity with different texts types  \*accurately identify and comment on the features, themes and conventions across a range of texts and understand their use |
| ***Poetry and Performance*** |  | \*appreciate rhymes and poems, and recite some by heart | \*build up a repertoire of poems learnt by heart, appreciate these and recite some with appropriate intonation to make the meaning clear | \*recognise some different forms of poetry such as shape poems, free verse or narrative and explain their differences | \*recognise, compare and evaluate several different forms of poetry such as free verse, rhyming, shape, narrative, humorous etc… | \*read and recite age-appropriate and more challenging poetry that has been learned by heart | \*demonstrate that they have learned a wide range of poetry by heart |
| ***Word Meanings*** |  | \*discuss word meanings, link new meanings to those already known | \*discuss and clarify the meanings of words, linking new meanings to known vocabulary  \*discuss favourite words and phrases | \*explain the meaning of words in context; use dictionaries to check meanings  \*discuss words and phrases that capture the reader’s interest and imagination | \*explain the meaning of more words in context with greater precision; using dictionaries to check meanings independently  \*discuss and explain words and phrases that capture reader’s interest/imagination | \*discuss their understanding of the meaning of words in context – finding other words which are similar | \*explore finer meanings of words  \*show, discuss and explore their understanding of the meaning of vocabulary in context |

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| ***Understanding*** | \*demonstrate their understanding when talking with others about what they have read. | \*draw on what they already know or on background information and vocabulary provided by the teacher  \*check that the text makes sense to them as they read and correct inaccurate reading | \*discuss the sequence of events in books and how items of information are related  \*draw on what they already know or on background information and vocabulary provided by the teacher  \*check that the text makes sense to them as they read and correct inaccurate reading | \*check the text makes sense, reading to the punctuation and usually re-reading or self-checking  \*explain and discuss their understanding of the text eg: explain events; describe a  character’s actions  \*identify how language, structure and presentation contribute to meaning eg: trembling indicates that the child is scared; text box provides a list of quick facts | \*check that the text makes sense, reading to the punctuation and habitually re-reading  \*explain and discuss their understanding of the text eg: describe a sequence of events; the way a character changes through the story etc…  \*identify and summarise main ideas drawn from more than one paragraph  \*identify how language, structure and presentation contribute to meaning including identifying key  topics within paragraphs | \*provide straightforward explanations for the purpose of the language, structure and presentation of texts eg: use of bullet points; how a letter is set out; introductory paragraphs  \*make comparisons within and across texts eg: compare two ghost stories  \*distinguish fact from opinion with some accuracy and awareness of ambiguity  \*summarise main ideas from more than one paragraph – identifying key details which  support the main idea | \*identify language, structural and presentational features in texts and explain how they contribute to meaning  \*use contextual evidence to make sense of the text  \*make accurate and appropriate comparisons within and across different texts  \*distinguish between fact and opinion accurately and discuss ambiguity between the two  \*confidently summaries content drawn from more than one paragraph |
| ***Inference*** |  | \*discuss the significance of the title and events  \*make inferences on the basis of what is being said and done | \*make inferences on the basis of what is being said and done  \*answer and ask questions | \*draw inferences and justify with evidence eg: characters’ feelings, thoughts and motives from their actions or words | \*draw inferences and justify with evidence eg: characters’ feelings, thoughts and motives from their actions /words – and draw comparisons with little prompting | \*draw inferences and justify these with evidence from the text eg: explain how a character’s feelings changed and how they know this | \*make developed inferences and explain and justify with textual evidence to support their reasoning |
| ***Prediction*** |  | \*predict what might happen on the basis of what has been read so far | \*predict what might happen on the basis of what has been read so far | \*predict what might happen from simple details both stated and implied | \*make credible predictions about what might happen from details stated and implied | \*make credible and insightful predictions | \*make credible and insightful predictions which are securely rooted in text |
| ***Authorial intent*** |  |  |  |  |  | \*discuss and evaluate how authors use language, including figurative language – and its  effect on the reader | \*identify the effect of language, including figurative; explain and evaluate its effect – including  impact and suitability of choice |
| ***Non-fiction*** |  | \*listen to and discuss a range of non-fiction texts, draw on what they already know and on background information and vocabulary provided by the teacher | \*be introduced to non-fiction books that are structures in different ways | \*listen to and discuss a range of non-fiction and reference or text books that are structured in different ways; identify their characteristics and recognise typical presentational features  \*retrieve and record information from non-fiction texts | \*listen to and discuss a range of non-fiction and reference or text books that are structured in different ways recognising typical presentational features  \*know how information is signposted in reference book and use this to retrieve and record information from non-fiction / reference texts | \*confidently retrieve, record and present information from non- fiction texts | \*retrieve, record and present information from non-fiction texts – independently and creatively |
| ***Discussing reading*** |  | \*participate in discussion about what is read to them, take turns and listen to what others say  \*explain clearly their understanding of what is read to them | \*participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what other say  \*explain and discuss their understanding of books, poems and other material, both those that they listen to and those they read for themselves | \*engage with a range of texts, making choices and explaining preferences; start to know preferred authors and text types; talk about books read both in and out of school  \*during discussion about texts, ask questions to improve their understanding; take turns and listen to what others have to say | \*engage with a range of texts, making choices and explaining preferences; know some text types; talk about books read both in and out of school making textual references  \*during discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say | \*recommend books to others – giving detailed reasons  \*readily ask pertinent questions to enhance understanding  \*participate confidently in discussion about books, expressing and justifying opinions, building on ideas and challenging others’ views courteously  \*explain what they know or have read – including through formal presentations and debates, using notes where necessary | \*state own preferences and recommend books to others – giving substantiated reasons  \*pose hypotheses and ask probing questions to enhance understanding  \*discuss books, expressing and justifying opinions, building ideas and challenging others’ views courteously  \*explain their understanding of what they have read – including through formal presentations and debates – maintaining a focus on the topic |